

**KENTUCKY DEPARTMENT OF
21st Century Community Learning Centers FY19 RFA
Submission Deadline: November 19, 2018 4:00ET**

Check application type - Must be indicated in order for application to be reviewed

☒ **New Applicant (\$150,000)**

☐ **Continuation Applicant (\$100,000)**

☐ **Expansion Applicant (\$100,000)**

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

1) Iroquois High School **DISTRICT DUNS #** 062984430
2) Not applicable **SAMS CAGE Code** 0EN98

Fiscal Agent Jefferson County Public Schools	Co-Applicant Rotary Club of Louisville
Mailing Address (street, city zip code) 3332 Newburg Road Louisville, KY 40218	Mailing Address (street, city zip code) 325 W. Main Street, Ste. 1808 Louisville, KY 40202
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As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved. If funds are granted, the Superintendent will submit grant to members of the Jefferson County Board of Education for their review and approval.

Fiscal Agent: Superintendent/Chief Executive Officer

M. Pollio

Date

11/14/18

Co-Applicant: Superintendent/Chief Executive Officer

J. Barry Barker

Date

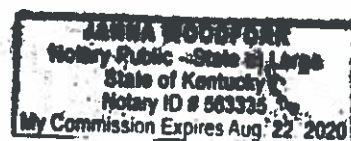
10/21/18

Notary Public

Janna Woodfork

My commission expires:

Aug 22, 2020 (Notary Seal)



Assurances Requirements for Applicant and Co-Applicant

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.
 2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the [General Education Provision Act \(GEPA\)](#) page 6 in Section 427)
 3. The applicant must have a Data Universal Numbering System (DUNS) number.
 4. Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
 5. Adopt and use proper methods of administering 21st CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
 6. Cooperate in carrying out any evaluation of 21st CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.
 7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
 8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.
 9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.
-
10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
 - Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
 - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
 - Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$95,000); and
 - Provide documentation of completed state reports as required.
12. Comply with provisions of Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.
13. Comply with the following acts of Congress:
 - a. Single Audit Act of 1984
 - b. Civil Rights Act of 1964
 - c. Gun-Free Schools Act of 1994
 - d. Americans with Disabilities Act 1990
 - e. Pro-Children's Act of 1994
14. Comply with the Stevens Amendment.
15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
16. Not utilize any federal funds to lobby Congress or any federal agency.
17. Abide by and remain current on collection of and reporting of data.
18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
21. Meet the minimum number of hours and days as required under program operations.
22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.
23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.
24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly per site served.
25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.
26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.
27. Allow site coordinators and directors access to 21st Century guidelines and required KDE trainings.
28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
29. Provide comparable opportunities for the participation of both public and private school students served by the award.

30. Assurance Regarding Compliance - The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be "Out of Compliance". Once a grantee becomes non-compliant, it may become necessary to hold funds until any critical issues become resolved. A non-compliant grantee will have thirty days to submit a Compliance Action Plan to KDE for approval and two months to become compliant. Failure to become compliant past the timeline will initiate the termination process.**

31. Assurance Regarding Continuation of Funding - Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students.

32. Assurance Regarding Applicant Ending Grant - If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.

33. Assurance Regarding Termination Process - By written notice, the KDE may terminate the grant award for non- performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include, but are not limited to, the failure to:

- A. Provide a high quality program with evidence of academic progress;
- B. Implement the program as described in the application;
- C. Serve number of regular attendee students as stated in the application;
- D. Meet the minimum hours of operations (hrs./days/weeks/summer)
- E. Adhere to assigned assurances;
- F. Submit required reports and documentation in a timely manner;
- G. Use funds in a responsible and appropriate manner;
- H. Resolve a non-compliance audit/monitoring finding;
- I. Submit required data within the given timeframe;
- J. Implement a required Corrective Action Plan

34. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application (School District, CBO's, FBO's)

35.Assurance regarding Appeals Process - The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015. The Kentucky Department of Education (KDE) is responsible for the administration and supervision of the 21st CCLC program. One aspect of the administration of the program is to ensure that funds are awarded to eligible entities on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203(a)(4)).

The KDE follows a two-step process for reviewing and awarding applications:

- Employees of the KDE who are familiar with the programs and activities under Title IV, Part B, review all applications for completeness and applicant eligibility (ESSA, Sec. 4201(b)(5)(A)); and
- The KDE selects peer reviewers to review and rate the applications based on an established scoring rubric to determine the extent to which the applications meet the application requirements (ESSA, Sec. 4201(b)(5)(C)).

Award decisions are made by a peer review committee based on the scoring rubric and merit of each application. The KDE's Grants Management Branch role is to facilitate the review process in accordance with state and federal statutes and regulations. Appeals based on a disagreement with the professional judgment of the peer reviewers will not be considered. Peer reviewers are non-KDE employees recruited based on background and expertise in providing effective academic, enrichment, youth development, and related services to children (ESSA, Sec. 4201(b)(5)(B(i))).

Appeals are limited to the grounds that the KDE failed to correctly apply the standards and process for reviewing the application as specified in the Request for Application Guidance and supporting documents.

36. Assurance regarding Letter to Appeal - Eligible entities that wish to appeal a grant application decision must submit a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The letter must be on applicant's letterhead and include an original signature of the authorized applicant representative.

An original letter and two (2) copies of the appeal should be delivered or mailed to the KDE.

The KDE must receive the letter of appeal within 30 calendar days of the written notification of decision.

Upon review of the appeal, a response will be provided to the appellant within 30 calendar days.

KDE Mailing Address ATTN: Grants Management Branch, 21st CCLC RFA, Kentucky Department of Education, 5th Floor 300 Sower Boulevard, Frankfort, KY 40601.

Assurances Signature Page

Grantees are expected to comply with all grant requirements and assurances set out in the grant application and signed by the superintendent, executive director, or authorized representative. Failure to comply with federal, state, or grant guidelines may lead to the loss of the grant.

As an official representative of the Fiscal Agent, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Fiscal Agent Signature and Title

Date

M. Lee, Superintendent

11/14/18

As an official representative of the Co-Applicant, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Co-Applicant Signature and Title

Date

J. Barry Barker, Board Chair

10/30/18

As an official representative of the School, I certify that I have read this application and all assurances. By signing below I approve of this application, on behalf of the school, will ensure the school adheres to all assurances and pledge my support:

School Principal (school being served)

Date

Clay Holbrook

11/9/18

School Principal (if more than one school being served)

Date

21st Century Community Learning Centers

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21st CCLC Project Summary

List Program Goals:

- Goal 1: Increase academic achievement of regularly participating students.
- Goal 2: Improve non-cognitive indicators of success in regularly participating students.
- Goal 3: Increase the number of students attending the program 30 days or more during the academic year.
- Goal 4: Increase access to high-quality programming
- Goal 5: Increase access to college/career preparation activities for students and parents
- Goal 6: Increase educational opportunities for parents and families that support academic achievement

List Program Objectives:

- 1.1: 21st CCLC EL students will improve their English language skills, as measured by WIDA ACCESS, by 0.5 proficiency level each year.
- 1.2: Each year, 80% of participating students will show some growth on the Measures of Academic Progress reading assessment, and 50% of students will meet growth projections.
- 1.3: Each year, 80% of participating students will show some growth on the Measures of Academic Progress math assessment, and 50% of students will meet growth projections.
- 2.1: The 21st CCLC will decrease the percentage of the school's students who consider bullying a problem in the school, as measured by the Comprehensive School Survey (CSS), by 10% each year.
- 2.2: At least 60% of 21st CCLC students who participate in the Teen Cuisine program will increase their healthy eating habits and food safety knowledge, as measured by a pre- and post-survey.
- 2.3: The 21st CCLC will decrease the number of behavior events at school, as measured by Learning Environment data, by 5% each year.
- 2.4: The 21st CCLC will increase the school-day attendance rate of regularly participating students by 2.5% each year.
- 3.1: Each year, the 21st CCLC will enroll 50 of our school's EL students with English proficiency levels of "entering" or "emerging" and/or scoring novice in reading or math to be regular participants, as measured by program attendance logs.
- 4.1: The 21st CCLC will increase the percentage of students at the school who are involved in clubs or activities sponsored by the school by 5% each year, as measured by the CSS.
- 4.2: The 21st CCLC will increase the percentage of regularly participating students who feel they belong in the school, by 10% each year, as measured by the CSS.
- 5.1: The 21st CCLC will increase the percentage of participating graduating students who are "transition ready" according to the KDE definition by 4% each year, as measured by academic and career data.
- 5.2: Each year, a greater percentage of 21st CCLC participants will positively assess their work-readiness skills compared with their non-participating peers, as measured by the CSS.
- 5.3: Each year, at least five participating adults will demonstrate measurable gains on the "Life and Work" reading assessment as measured by CASAS skill level scale.
- 6.1: Each year, at least five participating adults will demonstrate gains in English Language proficiency, as measured by the CASAS skill level scale.
- 6.2: Each year, a minimum of 40 parents/guardians will attend at least one skill-building family program.
- 6.3: Each year, parents of participating students will report higher levels of satisfaction with our school, as measured by CSS, than non-participants' parents.

Describe the participants to be served by the program:

The program will serve 50 EL students from our school, who qualify as "entering" or "emerging" English language learners and/or scoring novice in reading and/or math. The program also will serve EL adult family members of students in the program through skill-building activities. Only 2.7% of EL students were proficient in reading and 2.7% were proficient in math during the 2017-18 school year. Last school year, KDE qualifying data indicated 100% of our students received free-or-reduced lunch.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
1.1: Improved English Language skills, and 1.2: Increased Reading Proficiency	- Certified teachers - Lexia PowerUp Literacy - Reading Plus - Edgenuity - Partnerships for enrichment activities	- Daily literacy and reading interventions - Credit recovery - Enrichment activities including English Conversation Club	21 st CCLC regularly participating students (described above)	- WIDA ACCESS assessment (English language skills) - Measures of Academic Progress Testing (MAP) (Reading proficiency)	- Individual students' growth on WIDA ACCESS assessments - % of students meeting MAP growth goals.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
1.3: Increased math proficiency	<ul style="list-style-type: none"> - Certified teachers - ALEKS - Edgenuity 	<ul style="list-style-type: none"> - Daily math interventions - Credit recovery 	21 st CCLC regularly participating students	MAP Testing (Math proficiency)	% of students meeting MAP growth goals
2.1: Improved Peer Relationships, and 2.2: Improved Student Behavior	Partnerships with enrichment providers that focus on character education (e.g., mentoring, Peace Ed, theatre arts)	<ul style="list-style-type: none"> - Weekly mentoring - Cooperative games and conflict resolution during the summer program - Drama programs on resiliency and connecting cultures 	21 st CCLC regularly participating students	<ul style="list-style-type: none"> - Comprehensive School Survey (Bullying questions) - School learning environment data (behavior events) 	<ul style="list-style-type: none"> - % of students who consider bullying a problem - Number of behavior events compared to previous year
2.3: Improved Student Healthy Behaviors	Partnerships with enrichment providers that focus on urban farming, culinary arts, and health and nutrition	<ul style="list-style-type: none"> - Teen Cuisine - Field trip to urban farm/teaching kitchen - Cooking demos - Health and nutrition lessons 	21 st CCLC regularly participating students	Teen Cuisine pre-and post-survey	% of students who increase healthy eating habits and food safety knowledge
2.4: Improved Student Attendance	<ul style="list-style-type: none"> - Partners that provide character education and college-career readiness programs (e.g., mentoring) - Volunteer mentors - 21st CCLC Staff 	<ul style="list-style-type: none"> - Weekly mentoring - College scholarship program with attendance criteria - Daily school-day attendance monitoring by program director 	21 st CCLC regularly participating students	Daily student school-day attendance logged in Infinite Campus	Individual student attendance rate compared to previous year
3.1: Increased EL Student Participation in Out-of-School-Time programs	<ul style="list-style-type: none"> - Program coordinator - Guidance counselor - District ESL Department 	<ul style="list-style-type: none"> - Analysis of WIDA ACCESS scores - Developing and distributing promotional materials - Targeted recruitment of students qualifying as "entering" or "emerging" 	21 st CCLC regularly participating students	CAYEN APLUS Data System	Number of students who attend 21 st CCLC 30 days or more per year
4.1: Increased EL Student Participation in Out-of-School-Time Programs	<ul style="list-style-type: none"> - 21st CCLC Staff - Partners who lead high-quality outreach programming at the 21st CCLC - Volunteer mentors 	<ul style="list-style-type: none"> - Mentoring programs - Weekly enrichment in the dramatic arts - Culinary arts and health/nutrition programming - Conflict resolution and cooperative games 	21 st CCLC regularly participating students	Comprehensive School Survey	% of students who report they are involved in clubs or activities sponsored by the school compared to previous year
4.2: Increased Student Satisfaction	<ul style="list-style-type: none"> - 21st CCLC Staff - Partners who lead high-quality outreach programming - Volunteer mentors 	<ul style="list-style-type: none"> - Weekly mentoring - Weekly English Conversation Club - Culturally responsive academic interventions and non-cognitive enrichment 	21 st CCLC regularly participating students	Comprehensive School Survey	% of students who report they feel they belong in the school compared to the previous year

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
5.1 Increased College and Career Readiness	<ul style="list-style-type: none"> - 21st CCLC Staff - ACT Academy and official ACT Prep Pack - Lexia PowerUp - Reading Plus - ALEKS - Edgenuity 	<ul style="list-style-type: none"> - Weekly ACT Prep for 10th, 11th and 12th grade students - Daily academic interventions - Daily Credit recovery 	21 st CCLC regularly participating students	Kentucky Open House Data (Transition Readiness Indicator)	% of graduating students who are "transition ready" compared to the previous year
5.2: Increased Preparation for Employment	<ul style="list-style-type: none"> - 21st CCLC Staff - Partners who provide mentoring and STEM outreach programming - Career-interest sites related to Arts, Humanities, and STEM 	<ul style="list-style-type: none"> - Weekly mentoring - Two weekly excursions to Arts, Humanities, and STEM career-interest sites during the summer program - Academic interventions 	21 st CCLC regularly participating students	Comprehensive School Survey	% of students who positively assess their work-readiness skills compared to non-participating peers
5.3: Adult Learners' Career-Ready Skills, and 6.1: Improved English Language Skills for Adults	<ul style="list-style-type: none"> - Adult Education professionals - Adult EL curriculum - Partner site that hosts the classes 	<ul style="list-style-type: none"> - Minimum of 40 hours of Adult EL courses taught in 5-week modules 	Adult family members of EL students participating in the 21 st CCLC	CASAS skill level scale	Comparison of CASAS skill level on pre-and post-tests.
6.2: Increased Educational Opportunities for Parents and Families	<ul style="list-style-type: none"> - 21st CCLC Staff - Community partner that provides family skill-building activities for ELs 	<ul style="list-style-type: none"> - Nine skill-building activities provided by partner organization - Six skill-building activities provided at 21st CCLC - Access to one-on-one help from Workforce Development Coordinator at partner organization 	Adult family members of EL students participating in the 21 st CCLC	Program sign-in sheets	Number of parents who attend at least one skill-building activity
6.3: Increased Parent Satisfaction	<ul style="list-style-type: none"> - Adult Education professionals - Adult EL curriculum - Partnerships with enrichment providers - Resources for adults offered by program partners 	<ul style="list-style-type: none"> - Adult EL courses - 15 skill-building activities - One-on-one support from Workforce Development Coordinator at partner organization 	Parents of EL students participating in the 21 st CCLC	Comprehensive School Survey	The percentage of participants' parents who are satisfied with the school compared to the non-participants' parents.

21st CCLC Grant Narrative

An 11th grade student recently moved to the United States from Somalia and sits down to take the ACT for the first time. She starts a passage about Pocahontas, John Smith and the Jamestown colony. English is not her first language, and she didn't grow up reading about Pocahontas in history books or watching the Disney movie. With no context and a limited English vocabulary, she's overwhelmed and fails the assignment.

Unfortunately many students at Iroquois High School can relate to this experience. We serve students from more than 50 countries who speak 25 different languages and come to us with varying levels of English proficiency. Our proposed 21st CCLC would target our English Learners (ELs) and provide out-of-school time opportunities for academic, artistic, and cultural enrichment that increase student achievement, as well as intensive language and life-skills training for students' parents.

Part 1: Need

1.1 Compelling need for programs and services based on multiple sources of data (✓ = Data Source). We are a Comprehensive Support and Improvement high school that ranks in the bottom 5% of high schools in the state. Our proposed 21st CCLC would target English Learners (ELs)—students whose primary language is other than English.

Iroquois EL Data Snapshot

- 473 English Learners (36% of enrollment).
- 293 of our ELs (62%) are at the lowest levels of English language skills (WIDA ACCESS scores of 1 or 2).
- EL K-PREP Proficiency: Reading 2.7%; Math 2.7%.

Almost 62% of our **473 EL students** qualify on the WIDA ACCESS ✓, an English proficiency test, as “entering” (score 1.0-1.9) or “emerging” (score 2.0-2.9) English Learners. Forty-eight (48) of our EL students are “newcomers” who have been in a US school for less than two academic years. These students often are in their first year of English language instruction and have missed one or more years of formal education. Because of these factors, very few of our EL students are proficient on the Measures of Academic Progress (MAP) ✓ assessment and K-PREP state assessments ✓. Iroquois began giving MAP to all freshman and sophomore students in Fall 2018. Initial results show only 17% of

students met grade level benchmarks in reading, and 8% in math. K-PREP data show a smaller percentage of our ELs are on grade level (proficient or distinguished) in reading and math compared to ELs across the district and state and among their English-speaking peers. Our data indicates a substantial **achievement gap** for EL students.

2017-18 Kentucky Performance Rating for Educational Progress (K-PREP): High School				
	Reading		Mathematics	
	Proficient	Distinguished	Proficient	Distinguished
School – English Learners	2.7	0	2.7	0
School – All students	6.5	1.1	7.6	0
District – English Learners	5.5	0	4.8	1.4
District – All students	26.3	12.6	23.4	8.4
State – English Learners	5.5	0.4	6.3	1.3
State – All students	32.2	13.3	29.8	7.8

On the decline since 2013-14, our school's **attendance rate** was 86.4% in 2017-18, the second lowest rate among other district high schools. JCPS Data Books✓ show **347 (26.7%) students missed 25 or more days of school and 601 (a staggering 46%) were deemed “chronically absent,”** meaning they were absent more than 10% of the school year—or about two days per month—for any reason. An Attendance Works analysis showed that “Students who miss more school than their peers consistently score lower on (standardized tests).”

The Louisville Metro Department of **Public Health and Wellness** completed a required needs survey✓ in 2017-18 that indicates a need for health programming for parents and students. JCPS parents were included in the sample population surveyed, and the survey sample reflected the demographics of our county.

- 27% have five or more days a month where health is not good.
- Almost 40% feel the community is somewhat or very unhealthy.
- Top three health problems noted by survey included obesity.
- Top two health needs were access to affordable fresh foods & access to healthcare.

Teachers routinely express concern regarding trends in student behavior. The vast majority of teachers (83%) disagreed that “students at this school follow rules of conduct” compared to only 26% of high school teachers state-wide, according to the 2017 Kentucky Teaching, Empowering, Leading and Learning (TELL) survey✓. On the same survey, 70% of teachers said they spent more than an hour each week addressing discipline issues (much higher than the state rate). Our school reported

3,309 behavior events for 669 students in 2017-18 that resulted in 850

suspensions—106 of those attributed to EL students. A Safe and Drug Free School Survey✓ also indicates unhealthy behaviors among some of our students in relationships. Almost 15% of 581 respondents said they have been emotionally hurt (e.g. threatened, harassed, called names, etc.) and 9% said they had been physically hurt (hit, pushed, hair pulled) by a boyfriend, girlfriend or partner.

School culture and climate need support. Survey results and behavior data point to student disengagement as a concern. EL students often struggle to connect with our school and feel included. At

least 41.4% of students

continue to identify bullying of some kind as problem on the

2018 CSS—Students on Bullying Number of Responses: 662	
	% Agree
At my school, I feel verbal bullying is a problem.	36.7
At my school, I feel physical bullying is a problem.	41.4
At my school, I feel internet bullying is a problem.	40.7

district's Comprehensive School Survey (CSS)✓. On that same survey, 34.6% of students were not satisfied with our school, and almost 40% said they do not feel they "belong" in our school. Nearly 33% of students indicated the school has not fostered their enjoyment of music and arts, and only 38% of students participate in non-sport school clubs and activities compared to 45% of high school students district-wide.

1.2 Describes participants to be served by the project. We serve a diverse student population that identifies as Black (55%), White (22%), Hispanic (13%) and "Other" (10%) and includes 182 homeless students✓. In addition to the academic challenges our EL students face, they also encounter obstacles to their non-cognitive development that are a widespread problem in our school. Poverty affects nearly every one of our students and families. As a Community Eligibility Provision (CEP) site, all students receive school meals for free. Because of the CEP status, KDE's qualifying data shows 100% of our students receive free-or-reduced lunch (FRL). In 2017-18, the actual count of FRL students was 79.6%✓. Residents in the neighborhood surrounding our school including our students' parents have a median household income of \$35,924 compared to a county median of \$48,695 and an unemployment rate of 13%, which is 5% higher than the county average, based on Census Data at the census tract level✓.

Students have limited opportunities for artistic, athletic, and cultural enrichments, as documented by the CSS. Our district has used this survey for 20 years, revised it using the research-based Survey Tailored Design Method (Dillman, 2000), and demonstrated its validity (Rudasill, 2008) and reliability (Muñoz, 2008).

1.3 21st CCLC will address/remedy risk factors for targeted populations.

Our EL students face significant, long-term risks for not reaching their full potential as thoughtful, responsible citizens of our diverse, shared world. Without English language proficiency, they are more likely to drop out of high school (Dianda, 2008). At our

Top 5 Languages Spoken at Iroquois	
Language	# of Students
Spanish	95
Somali	76
Swahili	46
Kinyarwanda	40
Arabic	35

school, EL students have a graduation rate 15.8% lower than the district average, and even among those who do graduate, only 11.2% were “ready” for the transition to college and/or career

based on state benchmarks (38.7% less than the district average), according to Kentucky Department of Education Open House data✓. Parent involvement has long been associated with higher grades, better attendance, stronger social skills, and likelihood of graduation (Henderson & Mapp, 2002), but many EL parents struggle to advocate for their children or affect school decisions while navigating an unfamiliar culture and language. Parents also struggle with other aspects of cultural transition, including finding employment.

The 21st CCLC will serve 50 EL high school students who are not proficient in English and are below grade level in reading and/or math. Our program will provide these students with a range of academic interventions, experiential learning and enrichment opportunities to support their varied learning styles and promote increased engagement. Our center will provide **homework help, content-specific interventions, and credit recovery** so students who have experienced an interruption in their formal education have opportunities to get back on track for on-time graduation. Our program's enrichment activities will engage students, develop their confidence, and create more time and a safe environment to practice language skills. We have forged partnerships with the local Rotary Club and Hope Place—both of which will provide focused

mentoring programs in which students will have ongoing interaction with caring, trained adults. **Nine additional partners** will provide high-quality enrichment. The 21st CCLC features social and emotional skill-building activities to address behavior, bullying and youth development. We will foster college and career readiness (CCR) by improving academic and "soft" skills such as leadership and goal-setting and generating interest in careers through summer excursions to STEM sites and on-site STEM enrichment programs. More than **15 annual hours of parent and family programing** will improve 21st CCLC parents' life skills and satisfaction with our school. We also will recruit 10 EL adult family members to complete at least **40 hours of English language instruction** provided by the JCPS SkillsU (adult education) Department.

1.4 Establishes a clear link between needs and expected outcomes. We will pursue multiple outcomes and objectives for each 21st CCLC goal (described in section 2.1 on page 6). The chart below links outcomes to school and community needs.

<i>Outcomes</i>	<i>Needs Addressed</i>
Improved English Language Skills	<ul style="list-style-type: none"> • 473 EL students represent 36% of the school's enrollment. • 293 EL students qualify as "entering" or "emerging" English Learners.
Increased Reading Proficiency	<ul style="list-style-type: none"> • Only 2.7% of our EL students are proficient in reading. • 87.3% of ESL students are novice in reading.
Increased Math Proficiency	<ul style="list-style-type: none"> • Only 2.7% of our EL students are proficient in math. • 83.2% of EL students are novice in math.
Improved Peer Relationships	<ul style="list-style-type: none"> • Approximately 40% of students feel bullying of some kind (verbal, physical, and/or internet) is a problem in school. • Some students reported being hurt (emotionally/physically) by partner.
Improved Student Behavior	<ul style="list-style-type: none"> • We had 3,309 behavior incidents in 2017-18 and 850 suspensions. • TELL survey shows teachers' concerns with student behavior.
Improved Student Healthy Behaviors	<ul style="list-style-type: none"> • Almost 40% of survey respondents feel the community is unhealthy. • Obesity one of top three health concerns in our community.
Improved Student Attendance	<ul style="list-style-type: none"> • Our attendance rate was 86.4% in 2017-18 (second worst in district).
Increased EL Student Participation in OST Programs	<ul style="list-style-type: none"> • We don't currently offer a 21st CCLC out-of-school time (OST) program • Few students participate in sports and other OST activities.
Increased CCR AND Increased Preparation for Employment	<ul style="list-style-type: none"> • Only 11.2% of our EL high school graduates were "ready" to transition to college or career, which is 38.7% less than the district average.
Improved Career-Ready Skills for Adults	<ul style="list-style-type: none"> • According to Census data, the unemployment rate in the local neighborhood is 13%, which is 5% higher than the county rate.
Improved English language skills for Adults	<ul style="list-style-type: none"> • Our "newcomer" families have recently come to US and need to develop English language skills.
Increased Parent Satisfaction	<ul style="list-style-type: none"> • Parent satisfaction addresses the risk factor of limited involvement.

1.5 If the fiscal agent is not a school district... We are a school district.

Part 2: Quality of the Plan

2.1 Sets clearly developed & measurable goals, objectives, and outcomes.

Goal 1: Increase academic achievement of regularly participating students.	
Outcome 1.1: Improved English Language Skills.	Objective 1.1: 21 st CCLC EL students will improve their English language skills, as measured by WIDA ACCESS, by 0.5 proficiency level each year.
Outcome 1.2: Increased Reading Proficiency.	Objective 1.2: Each year, 80% of participating students will show some growth on the Measures of Academic Progress reading assessment, and 50% of students will meet growth projections as set by MAP.
Outcome 1.3: Increased Math Proficiency.	Objective 1.3: Each year, 80% of participating students will show some growth on the Measures of Academic Progress math assessment, and 50% of students will meet growth projections as set by MAP.
Goal 2: Improve non-cognitive indicators of success in regularly participating students.	
Outcome 2.1: Improved Peer Relationships.	Objective 2.1: The 21 st CCLC will decrease the percentage of the school's students who consider bullying a problem in the school, as measured by the Comprehensive School Survey (CSS), by 10% each year.
Outcome 2.2: Improved Student Behavior.	Objective 2.2: The 21 st CCLC will decrease the number of behavior events at school, as measured by Learning Environment data, by 5% each year.
Outcome 2.3: Improved Student Healthy Behaviors.	Objective 2.3: At least 60% of 21 st CCLC students who participate in the Teen Cuisine program will increase their healthy eating habits and food safety knowledge, as measured by a pre- and post-survey.
Outcome 2.4: Improved Student Attendance.	Objective 2.4: The 21 st CCLC will increase school-day attendance rate of regularly participating students by 2.5% each year.
Goal 3: Increase the number of students attending the program 30 days or more during the academic year.	
Outcome 3.1: Increased EL Student Participation in Out-of-School-Time Programs	Objective 3.1: Each year, the 21 st CCLC will enroll 50 of our school's EL students with English proficiency levels of "entering" or "emerging" and/or scoring novice in reading and/or math to be regular participants, as measured by program attendance logs.
Goal 4: Increase access to high-quality programming	
Outcome 4.1: Increased EL Student Participation in OST Programs	Objective 4.1: The 21 st CCLC will increase the percentage of students at the school who are involved in clubs or activities sponsored by the school by 5% each year, as measured by the CSS.
Outcome 4.2: Increased Student Satisfaction.	Objective 4.2: The 21 st CCLC will increase the percentage of regularly participating students who feel they belong in the school, by 10% each year, as measured by the CSS.
Goal 5: Increase access to college/career preparation activities for students and parents	
Outcome 5.1: Increased College and Career Readiness	Objective 5.1: The 21 st CCLC will increase the percentage of participating graduating students who are "transition ready" according to the KDE definition by 4% each year, as measured by academic and career data.
Outcome 5.2: Increased Preparation for Employment	Objective 5.2: Each year, a greater percentage of 21 st CCLC participants will positively assess their work-readiness skills compared with their non-participating peers, as measured by the CSS.
Outcome 5.3: Adult Learners' Career-Ready Skills	Objective 5.3: Each year, at least five participating adults will demonstrate measurable gains on the "Life and Work" reading assessment as measured by CASAS skill level scale.
Goal 6: Increase educational opportunities for parents and families that support academic achievement	
Outcome 6.1: Improved English Language Skills for Adults	Objective 6.1: Each year, at least five participating adults will demonstrate gains in English Language proficiency, as measured by the CASAS skill level scale.
Outcomes 6.2: Increased Educational Opportunities for Parents and Families	Objective 6.2: Each year, a minimum of 40 parents/guardians will attend at least one skill-building family program, as measured by program sign-in sheets.
Outcome 6.3: Increased Parent Satisfaction	Objective 6.3: Each year, parents of participating students will report higher levels of satisfaction with our school, as measured by CSS, than non-participants' parents.

2.2 Activities and services support the program's goals, objectives, and outcomes. Our school year program will operate Monday-Thursday, 2:20 p.m. to 5:20

p.m., for an estimated 120 days per year. Our summer program is Tuesday-Thursday, 10:00 a.m. to 3:30 p.m., for two consecutive weeks.

Academic Support Services. Each day of the academic year program will feature 40 minutes of **homework help** and one hour of **interventions** in English language arts (ELA), mathematics and/or credit recovery. Our summer program will feature 2 hours and 30 minutes of academic intervention and credit recovery. Homework help services will rely upon communication among daytime teachers, afterschool staff, and families. Our day-time teachers and afterschool staff will communicate using Google Drive and will create shared Google Docs to track participating students' homework assignments and specific academic needs. Staff will use strategies to guide students to find the right answer while maintaining the expectation that students are responsible for their own work. Our learning area will accommodate a variety of assignments with areas for individual and group work.

We will accelerate mastery in English language skills, ELA and math, support science learning, and promote college and career readiness for students furthest from proficiency through personalized academic interventions that build student literacy and mathematics skills. Interventions include:

- **Lexia PowerUp Literacy:** Online reading program that provides phonics instruction and gives students independent practice in basic reading skills. Blends online student-driven instruction with offline teacher-delivered lessons and activities.
- **Reading Plus:** Adaptive online reading intervention program that adjusts depth, pace and difficulty as needed. Also includes printable materials for teacher-directed instruction and differentiation at the class, small group, and individual level.
- **Aleks Math:** Adaptive online math program that uses artificial intelligence and open-response questioning to provide individualized assessment and learning.
- **Edgenuity:** Online courses in all core content areas customized to meet school and district standards and that provide opportunities for credit recovery and acceleration.

We also will feature weekly interventions and instruction that will help sophomore, junior and senior students prepare for the ACT exam, a critical indicator of college and career readiness. Teachers and instructional assistants will work with students using the official ACT Prep Pack, which is endorsed by the ACT and includes the Official ACT Prep Guide, ACT Online Prep computer-based learning program,

practice tests, flashcards, and more. The 21st CCLC also will use ACT Academy, a free online resource that creates a personalized study plan for students based on a practice test or previous test subscores. Teachers will set up online classrooms using ACT Academy where they can monitor student progress and create individual assignments.

Our ratio of certified teachers and bilingual associate instructors will provide a more personalized environment to advance our learning priorities for students.

Enrichment Activities. During the school year, one hour each day will focus on enrichment opportunities. During the summer, enrichment activities will occur 2 hours and 30 minutes each day. Through partnerships with community organizations, activities will spark students' curiosity in the arts and STEM, improve their relationships with one another, provide opportunities for physical activity, and develop character. Students also will practice their language learning during activities.

The **Rotary Club's** Louisville Rotary Promise Scholarship program enables eligible graduates of Iroquois and one other JCPS high school to attend a local community college **tuition-free** to pursue a two-year associate degree and/or technical certification. Two nearby universities offer additional scholarships to Rotary Promise Scholars to complete a bachelor's degree. To qualify, students must have a four-year cumulative 2.5 or higher GPA, have a 90% or better attendance record over four years, and have no more than seven days suspension, in addition to meeting other criteria. The Rotary Club hosts a monthly mentoring program for students committed to earning the scholarship. Space is limited, and the club will reserve 10 slots for 21st CCLC students to participate in this day-time program. They also will meet with our students twice annually to promote the scholarship and encourage students to participate.

To ensure all students have mentors, the **Hope Place** will implement its Empower Youth Mentoring Program, which provides students a consistent adult who they meet with once a week to work on homework, build relationships, improve social skills and achieve students' goals. Volunteer mentors will work in the 21st CCLC one day per week during the school year providing homework help for 40 minutes and mentoring services for an additional hour. The Hope Place will recruit, train, and support

up to 13 volunteer mentors who will work with our 50 regularly participating students at a ratio of one adult mentor to four students. Mentors will teach lessons and lead students in activities and role-playing scenarios to instill academic, social, emotional and ethical values, mindsets and character traits. Lessons will help students reach their academic potential, succeed in the workplace, live happy and fulfilling personal lives, and become engaged, responsible and productive citizens.

Commonwealth Theatre Center will provide one-hour weekly enrichment sessions in dramatic arts. This program will serve a 25-student cohort each semester to ensure all 50 regularly participating students can attend. At the end of each semester, the program will culminate in a dramatic performance delivered by students. We will promote these performances to 21st CCLC families and the school community. Each year will feature different themes that align with our program goals and objectives:

Year 1: Resiliency Program	Targets youth impacted by adverse childhood experiences and aims to help all students build emotional resilience.
Year 2: Connecting Cultures Program	Helps students identify and analyze stereotypes, strengthen emotional literacy, and build community between groups of different backgrounds and traditions.
Year 3: Discover Drama Program	Teaches foundational acting techniques through character- and story-driven theatre exercises in fun, energetic sessions.

Iroquois will add culinary arts career pathways for students in 2018-19 based on student interest and local workforce demand. Multiple partners will provide culinary and health/nutrition programming at the 21st CCLC as a link to the school day and to meet this student interest. Our county's **Cooperative Extension Services' Nutrition Education Program** will implement its 6-hour Teen Cuisine program for all students. Teen Cuisine's evidence-based curriculum helps youth become self-sufficient in the kitchen while teaching healthy habits. Each lesson includes a nutrition, food safety, food preparation, and physical activity component. The **Food Literacy Project** will host two field trips per year at its urban farm location near our school. Each field trip will serve up to 25 students to allow for hands-on learning on urban farming, cooking with local produce, and healthy eating. The district's **School and Community Nutrition Services Department** will provide a chef to do two culinary demos and an accompanying nutrition lesson each year. Community partners also indicated a need for cooking and

nutrition programming for EL families who are not US-born and face socioeconomic hardship. The Cooperative Extension's Nutrition Education Program will lead a 1.5 hour health and nutrition skill-building program for 21st CCLC students and their families.

Through a partnership with **Louisville Free Public Library**, we will promote students' reading interests and connect to existing robust programming that promotes inclusivity and celebrates our students' rich diversity. The library will:

- Bring books and materials to our site for student use for units of study as needed.
- Coordinate with the 21st CCLC on International Women's Day activities, including a unit of study and a festival that celebrates women and cultural diversity.
- Implement a picture/storytelling project in which students explore a theme by creating a visual piece of work (art, photograph, etc.) that tells a story. The project will culminate with a ceremony and student work exhibit at the library's community gallery.
- Help enroll students in the library's summer reading program, which challenges and rewards students for their reading.

Kentucky Refugee Ministries will provide skill-building activities for students at its media lab twice per year on technology-based arts such as video and music editing.

In the summer, **Peace Education Program** will offer 12 hours of cooperative games and conflict resolution activities that support positive peer relationships.

21st CCLC summer programming will feature two excursions each week to sites that interest students in arts, humanities, and STEM. Through a partnership with our local **Mayor's Cultural Pass Program**, participating students will receive free admission to four of these sites (final site selection based on student interest):

- | | |
|---------------------------|--|
| • 3 local art museums | • A local zoo |
| • Asian culture institute | • A research forest |
| • 2 historical sites | • Printing company serving the visually impaired |

The 21st CCLC will schedule four one-hour science enrichment programs through a local **science center** that will spark students' interest in STEM. Each session will serve up to 25 students each, allowing for hands-on engagement and ensuring each participating student has an opportunity to attend at least two sessions.

The 21st CCLC will also feature an **English Conversation Club** that meets weekly for one hour and allows non-native speakers to practice speaking English in a relaxed, informal setting with others. This will help not only with English-speaking skills,

but also help students build relationships. Students will work in groups of up to 15 to ensure everyone has a chance to practice speaking and listening.

Additional enrichment resources include weekly physical activities such as soccer, basketball, and other sports and physical activities of interest to students.

Participation of Families. The 21st CCLC will recruit 10 adult family members of participating students to complete English language courses provided by the district's SkillsU (adult education) Department. These intensive courses, described in section 4.2 (p. 22), will be held at the Americana World Community Center, one of our partner organizations. We also will provide 15 additional skill-building activities for all parents. The world community center will open nine of its community engagement skill-building events to 21st CCLC families during the academic year. In addition, 21st CCLC staff and partners will implement another six skill-building activities at the high school.

2.3 Connections between program offerings and the Kentucky Academic Standards (KAS). Our 21st CCLC targets the content areas of English language arts (ELA) and mathematics because these skills represent the areas of greatest need for our students. Our personalized reading interventions, **Lexia PowerUp Literacy** and **Reading Plus**, intentionally sequence reading texts based upon complexity, vary reading materials between informational and nonfiction text, and stimulate vocabulary and language development through reading, writing, speaking and listening tasks. Both balance instruction in foundational and advanced skills to prepare students to not only comprehend but also analyze, evaluate, and compare increasingly complex texts. All of these characteristics correlate with KAS.

Our math intervention, **ALEKS**, specifically tailors its online resources according to Common Core State Standards, which are incorporated in KAS, and provides detailed progress monitoring on student mastery of those standards. Self-paced, individualized learning activities include (1) assessments to identify appropriate ALEKS resources and (2) concept practice, review, and reinforcement. ALEKS avoids multiple-choice questions and instead uses flexible input tools that mimic what a student would do with paper and pencil. The ALEKS website provides detailed PDFs on how each

ALEKS course correlates with KAS. **ACT Academy** includes common core-aligned resources curated for quality, grade and subject appropriateness.

We also will support student performance in other content areas, such as science and social studies. All 21st CCLC students will have access to **Edgenuity** for credit recovery and acceleration. Edgenuity is a video curriculum for middle and high school students that offers courses in math, English, **science**, foreign languages, and career-oriented content areas (e.g., business). Edgenuity will be available during personal academic intervention time and recommended to students who need to recover credits. This resource is aligned to the Common Core State Standards for ELA and Math. Edgenuity also offers a collection of courses specific to our state and the KAS.

Enrichment programming for STEM, arts, and humanities provide experiential support to KAS. Examples of how these programs support standards include:

Science	<ul style="list-style-type: none">• <i>Interdependent Relationships in Ecosystems</i>: Excursion to a local zoo• <i>Chemical Reactions</i>: Enrichment provided by Science Center• <i>Earth's Systems</i> (i.e., water): Trip to historic water pumping station
Arts and Humanities	<ul style="list-style-type: none">• <i>Generate and conceptualize artistic ideas and work</i>: Dramatic arts programming• <i>Select, analyze, and interpret artistic work</i>: Excursions to local museums of art• <i>Convey meaning through presentation of artistic work</i>: Culminating drama program performance and unit of picture/storytelling unit of study with local library

2.4 K-3 reading proficiency. The 21st CCLC will serve high school students.

2.5 Describes how the activities and services meet the “Principles of Effectiveness (POE).” Our program responds to objective data pertaining to our school’s needs (**POE #1**). Personalized academic interventions address low proficiency rates in reading and math, and Lexia PowerUP Literacy and Reading Plus will develop EL students’ English vocabulary. Program elements that target students’ non-cognitive development—mentoring, Peace Ed, Conversation Club—reflect students’ concerns about bullying and feeling part of the school community, teachers’ concerns about student behavior and poor attendance. Participation in 21st CCLC activities will increase students’ involvement in school-sponsored clubs and activities, which is currently low. Instruction in culinary arts and nutrition reflect survey data that outlines community health needs. All academic and character-building (e.g. mentoring, theatre arts, STEM

enrichment) support increased college and career readiness. Regular participation in the program represents an opportunity for EL students to develop their English language skills and prepare for a strong academic future in college and careers.

Our proposed goals and objectives serve as performance measures for the 21st CCLC program quality (**POE #2**). Initial indicators of quality are objectives 3.1, 4.1, 4.2, and 6.3. These objectives focus on the number of regularly participating students, student involvement in school-sponsored clubs and activities, students who feel they belong at the school, and parents' satisfaction with our school. Implementing the program proposed in this application will directly lead to the achievements of these objectives. Remaining objectives focus on indicators of high-quality academic and enrichment programs. As 21st CCLC staff monitor English language skills of students and adults, reading and math growth on MAP, healthy eating habits and food safety knowledge, behavior events, concerns about bullying, student attendance, students' transition readiness, and students' assessment of their work-readiness skills, they will seek continuous program improvement in pursuit of objectives.

The 21st CCLC's use of Lexia PowerUp Literacy, Reading Plus and ALEKS addresses **POE #3** and its requirement for evidence-based academic programming. Lexia was found to have potentially positive effects on alphabets and comprehension, and Reading Plus was found to have potentially positive effects on comprehension for adolescent learners by the What Works Clearinghouse. ALEKS is based upon original theoretical work in a field of study called "Knowledge Space Theory," and decades of scientific research support its creation. Edgenuity incorporates several evidence-based strategies for improving academic achievement of ELs, such as: 1) Provide multiple exposures to vocabulary, 2) Set high expectations, 3) Activate background knowledge, and 4) Use home language strategically, according to an Edgenuity research brief.

2.6 Describes the process to be used for linking program activities and curriculum to school day learning. The 21st CCLC program coordinator has 28 weekly work hours outside of the regularly scheduled 21st CCLC program. These hours will allow that person to participate in the ongoing instructional process of the school.

The coordinator will work closely with the school's guidance counselors on identifying, recruiting, and monitoring "entering" and "emerging" EL students. The coordinator will visit content-based professional learning community (PLC) meetings held weekly throughout the school year to ensure program activities align with the school's curriculum maps and communicate with teachers on students' progress.

We will prioritize hiring from our school's instructional staff. By offering extended service time pay, the 21st CCLC can recruit from our school's teachers—21 of whom are ESL-certified—and bilingual associate instructors who know the school's culture and instructional priorities and can apply that knowledge to the afterschool programming.

2.7 Describes the plan for communicating with school day teachers to monitor student needs and progress on a daily basis. Our program coordinator will use a portion of daily daytime hours for communicating with teachers of 21st CCLC participants. These interactions will focus on supporting students who are not making progress on academic and non-cognitive objectives. Several other steps will facilitate communication. (1) The previously referenced Google Drive system allows teachers to communicate expectations daily to afterschool staff. (2) 21st CCLC staff will complete an online module from Cypherworx Out-of-School-Time PD on relationships between school day and afterschool personnel. (3) Hiring school staff for 21st CCLC allows staff to integrate their school-day and afterschool work and maintain communication with peer educators. (4) Our weekly schedule brings in partners for enrichment during afterschool faculty meetings allowing 21st CCLC staff to participate during discussions.

2.8 Clearly connects proposed programs and services to the identified needs of students and families. Our academic support services build students' English language skills and proficiency in reading and mathematics. These services will allow EL students—some of whom have a delayed or interrupted formal education—to acquire language skills faster and to progress past novice levels of performance. Our enrichment activities will support students' non-cognitive development, including their behavior, attendance and relationships with peers—all of which were identified in this application's need section. Services to families address the needs of EL adults. Many

EL parents/guardians have recently moved to the country, and they need support in acquiring English language skills and acclimating to a new culture. Program activities for both students and parents will stress the importance of student school-day attendance, especially our mentoring programs. The program coordinator will monitor student attendance daily and work with the district's Pupil Personnel Department to intervene through phone calls and home visits as appropriate when a student misses school.

2.9 Increase CCR awareness and activities will support a college/ career-ready culture and increase state CCR benchmarks. Personalized academic interventions and credit recovery will help students accelerate their pace toward CCR through improved reading and math proficiency. These skills are essential for future success on CCR assessments, including the ACT and career and technical education assessments. As described in section 2.2, our program will feature weekly interventions and instruction that will help sophomore, junior and senior students prepare for the ACT exam. In addition to the ACT (taken by all juniors), MAP will serve as an indicator for CCR at the freshman and sophomore grade levels. MAP cut scores for grades 5-10 (nationally-normed) correspond to college readiness benchmarks on the ACT and will help determine if the student is on track for success in college. Our objectives include increasing the percentage of students who are "transition ready," a statewide indicator all Kentucky school districts must report based on academic (e.g. ACT, Advanced Placement, etc.) and career data (e.g. industry certifications, apprenticeship, etc.). In addition, our mentoring programs include activities such as "KITES (Knowledge, Interest, Talents, Experience, and Strengths)" to help students identify potential career paths, resume writing, and "soft-skills" development that build character and CCR.

2.10 How program staff will be recruited, retained and included in professional development at the school/district level and timeline for PD. We will recruit certified teachers and bilingual associate instructors to provide academic interventions and to lead enrichment activities. Our academic year staff include:

- A full-time program coordinator (8 hrs/day, 230 days/year) who coordinates the program and provides academic support and enrichment supervision
- Two certified teachers, who implement academic support services with groups of

- 25 students each (16 hours per week)
- Two bilingual associate instructors (BAIs), who provide support during academic support programs and enrichment activities
- A front office clerk, who monitors entrances and manages on-site records

Our summer staff will include all of the above plus an additional BAI to assist with programming. We will recruit these positions from our school's faculty and staff to ensure continuity between the school day and 21st CCLC services. Since our 21st CCLC educators also participate in our PLCs, they can collaborate with other teachers in the school to ensure afterschool interventions align with instruction and students' needs. All positions will be posted on our district's website, which will help us draw external candidates if necessary. We will recruit more staff than needed in a single day to fill a rotating schedule during the year that will help prevent burnout and increase retention.

21st CCLC staff will pursue professional growth through online course work with Cypherworx's Out-of-School-Time professional development (OSTPD) series. The Kentucky Out-of-School Alliance recommends this training resource, which was developed by Cypherworx in partnership with the National Afterschool Association and Child Care Aware of America. OSTPD has 36 courses on a variety of topics that are relevant to the 21st CCLC. Examples include using group-based approaches, guiding individual students, family services, relationships between school day and afterschool personnel, health, scheduling, encouraging creativity, homework support, program promotion, and community collaboration. Each 21st CCLC instructional staff member will complete five courses in year one and two courses in each successive year.

In addition, every teacher and BAI in the program has 18 flexible professional learning hours per year. Our district provides sessions throughout the school year on a wide variety of topics. All sessions are accessible through an online system. Currently, the system has listings for more than 300 sessions this school year, including content-focused trainings (e.g., literacy, math, science), cross-disciplinary topics (e.g., ESL, technology), and safety (e.g., CPR/First Aid/AED). The program coordinator will identify trainings related to our program and share information with 21st CCLC staff.

Our program's leadership will participate in training and technical assistance with

the Kentucky Department of Education. Through regional training, a directors' meeting, and multi-state conference each year, our program coordinator and another staff member will ensure compliance with KDE's program guidance, consult experts on barriers to implementation, and discover ideas for improved program performance. Our program coordinator and another staff member also will attend Level I and II 21st CCLC training and APLUS data training during the first year of the program.

Part 3: Project Design

3.1 Describes experience with implementing an afterschool/out-of-school time program. Our district's experience in out-of-school time programs is a key asset. JCPS partners with the YMCA to provide before and afterschool programs at 49 sites throughout the community. In 2016-17, our district piloted "Literacy &" programming at more than 20 sites that combined literacy instruction from certified teachers and enrichment programming, such as aquatics, karate, and photography, led by community partners. Our school successfully provides many afterschool programs, including Extended School Services, Chess Club, Art Club, organized sports, choir and band.

3.2 Extent to which programs and services will be provided for students. Our school year program will operate Monday-Thursday, from 2:20 p.m. to 5:20 p.m. for approximately 120 days per year, totaling 360 hours of academic support services and personal enrichment. The school-year weekly schedule is provided below. **When a time slot has two activities, each activity serves approximately 25 students.** When programs in the "rotating units of enrichment" slot only serve up to 25 students at a time (i.e. Teen Cuisine, science center enrichments) the 21st CCLC will provide open library time, physical activity, or another enrichment option for the remaining 25 students.

	Monday	Tuesday		Wednesday		Thursday	
2:20	Meal	Meal		Meal		Meal	
2:40	Homework Help	Drama	Physical Activity	Homework Help		Homework Help	
3:20	Empower Youth Mentor Program			Homework Help	ACT Prep (Grades 10, 11, 12)	Interventions (Grade 9)	Interventions and/or Credit Recovery
3:40							
4:20	Interventions and/or Credit Recovery	Interventions and/or Credit Recovery		English Conversation Club			Rotating units of study (e.g. Teen Cuisine)
5:20	Dismissal	Dismissal		Dismissal			Dismissal

Our summer program will meet two consecutive weeks, three days per week, for 5 hours and 30 minutes a day with a **focus on college and career readiness**. These 33 hours extend our academic support services through personalized interventions and a lab for credit recovery and accelerated credit attainment. Opportunities for enrichment during the summer program include exploratory CCR experiences in STEM, arts, and literacy as well as character development through Peace Education programming.

	Tuesday	Wednesday		Thursday
10:00	Interventions	Interventions		Interventions
11:15	Credit Recovery or Attainment	Credit Recovery or Attainment		Credit Recovery or Attainment
12:30	Lunch	Lunch		Lunch
1:00	STEM Excursion (Sites participating in Mayor's summer program)	Peace Education	English Conversation Club	Arts and Humanities Excursion (Sites participating in Mayor's summer program)
		English Conversation Club	Peace Education	
3:00		Physical Activity		
3:30	Dismissal	Dismissal		Dismissal

In total, the 21st CCLC will provide nearly 400 hours total of programming.

3.3 Provides definite timelines for implementing these services.

Estimated Date	Activity
Apr 10	Award announcement and notification to partners
May 14	Board of Education votes to receive grant award
May 15	Post student community liaison and extended service positions
May 27-31	Interview candidates and recommend for hiring
Jul	Participate in Level I, Level II and APLUS data
Jul 8-12	Prepare promotional materials for targeted students/families
Jul 15-19	Develop lists of priority students based upon WIDA ACCESS scores.
Jul 22-26	First advisory council meeting. Coordinate implementation with enrichment providers
Aug 1-4	Conduct orientation session with 21 st CCLC instructional staff
Sept 4	21 st CCLC begins school-year program
Oct 14-17	Second advisory council meeting
Dec 16-19	Semester-culminating arts performance
Jan 7	Second semester of 21 st CCLC begins
Feb 10-13	Coordinate summer program activities with providers
Mar 2-5	Prepare promotional materials for summer programming
Mar 16-20	Third advisory council meeting
May 11-14	Semester-culminating arts performance
May 14	Last Day of school-year programming
Jun 8-12	Fourth advisory council meeting
July 9-18	Summer programming (3 days per week)

3.4 Process of identifying students to be served; and, recruitment and retention of students. The 21st CCLC will prioritize enrollment of EL students with WIDA ACCESS scores below 3, who qualify as “entering” or “emerging” English

learners. Our guidance counselors and program coordinator will identify students each school year and personally inform them and their families of the program. Our recruitment efforts target not only students, but also family members who could participate in adult EL classes. Families will receive promotional materials in commonly accessible languages Spanish, Arabic, and French. Bilingual associate instructors will help translate in meetings with EL students and on parent phone calls. At the end of each quarterly grading period (approx. 36 program days), we will identify students and families who have met benchmarks (ACCESS, MAP, and CASAS), as well as regular attendee requirements, and discuss their continued need for services. As participants transition out of the program, we will recruit additional eligible students and families.

Two partners with a strong presence in the local EL community—Kentucky Refugee Ministries and the district’s SkillsU program—have committed to help the 21st CCLC identify and recruit eligible families and promote participation. We will retain students through daily contact and high-quality programming including mentoring services that help students feel like an integral part of the 21st CCLC program.

3.5 Method for including private school students. Our district contacted private schools by phone and email and homeschool families by letter to solicit input on the program design. All schools and homeschool families declined to participate at this time. If funded, we will contact private schools annually in the summer. While priority will first go to students at our school as allowed by grant regulations, the district will notify private schools of available student slots, provide program information and distribute applications for enrollment to private school students interested in participating.

3.6 Safety and accessibility of the program site. Our school is fully accessible to individuals with disabilities. The main entrance of our school includes handicap parking. Though our school has multiple levels, an elevator is available. To ensure safety, outside doors of our campus will remain locked at all hours. A front office clerk will screen visitors prior to permitting their entrance into the building. Evacuation routes are posted throughout the building. Our school is about 10 minutes from the nearest police precinct; other emergency services are readily available.

3.7 Timelines for practicing emergency drills in the afterschool program.

Fire Drill	Monthly
Severe Weather Drill	One during first 30 days of new school year; 2 nd drill during 2 nd semester
Lockdown Drill	Same as severe weather drill schedule

3.8 Facility in which the program will be provided annually. The 21st CCLC program occurs in our school building, which has 293,374 square feet and sits on 45 acres. The 21st CCLC has sufficient, quality space for programming. Our school is a fully-furnished and well-maintained site with classrooms, a gymnasium, auditorium, cafeteria, library, computer lab, and outdoor track. Our building has the technology infrastructure to support the 21st CCLC. With a school-wide bandwidth of 1 Gigabyte per second, our school has a per-student bandwidth of 824 Kilobytes per second (kbps), which far exceeds the state’s definition of “high-speed” (100 kbps). Each math classroom has a SMART Board for displaying digital materials. Our three-year budget includes funding for 50 Chromebooks so all students can conveniently access online intervention programming and Google Classroom for completing homework. A 1:1 student-to-Chromebook ratio will cut down on transition time between activities and eliminate scheduling conflicts with school computer labs also used by other programs.

3.9 Describes how the program will address transportation. We have committed significant resources to address transportation barriers for our students. Nine percent (9%) of our annual budget request consists of transportation costs for students, and 0.6% of our annual budget consists of transportation costs (bus tickets) for adults to participate in 21st CCLC programming. Our program will transport students home every day by bus. During the summer, we will pick-up and drop-off students with district transportation services every day, since summer hours are likely to conflict with parents’ work hours. All bus maintenance and safety logs—maintained by the district’s Transportation and Environmental Services Departments—are available upon request.

Part 4: Collaboration and Partnership

4.1 Coordination with existing programs and role of partners in developing plan/overseeing progress. The 21st CCLC relies upon existing programs to identify and serve EL students and families. We will leverage our district’s federal Title III

funding for limited English proficient students. Through that federal program, our district assesses EL students using the WIDA ACCESS program. We also will access the Child and Adult Care Food Program and Summer Feeding Program to provide a meal daily during the school year and breakfast and lunch daily during the summer program.

Local programs essential to our program's success include those offered by our co-applicant, the Rotary Club, which will provide mentoring activities and a student scholarship program. Enrichment providers include the Hope Place (mentoring), a local theatre program, Peace Ed (conflict resolution), and agencies participating in culinary programming. Our district's SkillsU program will provide adult EL courses. Training and technical assistance from KDE will be highly valued by our staff in the implementation of the program. A statewide organization, the Kentucky Out-of-School-Alliance, has identified online training programs that will help our afterschool staff grow professionally.

Each of our program's partners participated in the development of this proposal.

Partner	Contribution to proposal development
Rotary Club and Hope Place	Advised on best practices for student mentoring programs.
Commonwealth Theatre Center	Crafted the vision for dramatic arts programming.
The Food Literacy Project, JCPS Nutrition Services, and Cooperative Extension Service	Connected us to existing programming at their organizations to support culinary and nutrition programming.
Kentucky Refugee Ministries and Americana World Community Center	Provided insight on local EL student/family needs and will provide programming and help with recruitment.
Local Library	Provided details on its existing programs and offered ideas on how to incorporate these into the 21 st CCLC.

4.2 Meaningful skill building activities for parents and families of participating students. We will provide skill-building activities through a partnership with the Americana World Community Center. Each year, Americana, working in conjunction with community partners, will provide nine skill-building engagement events for 21st CCLC families and other EL families in the community on topics such as:

- Child Development and Family Coaching
- Family Health and Nutrition
- School Choices/Local School District Child Enrollment
- How to Access Neighborhood Place Resources (LIHEAP, food stamps, etc.)
- Workforce/Financial Empowerment

21st CCLC family members also will have free access to Americana's Workforce Development Coordinator, who provides one-on-one support helping clients with job

placement, career advancement and financial stability for up to six months.

The 21st CCLC will provide six additional skill-building activities for families at the high school on topics including healthy cooking and nutrition (in partnership with the Nutrition Education Program), financial literacy, preparing for U.S. Citizenship exam, assisting students with homework, and two additional topics based on parent interest (e.g. how to be an advocate for your student and how to access district resources).

The 21st CCLC will recruit 10 parents or adult family members of participating students to complete at least one English language course offered through JCPS' SkillsU at the world community center. Courses are offered throughout the year in five-week modules for a total of 40 hours of instruction per module. The curriculum is based on the Comprehensive Adult Student Assessment Systems (CASAS) competencies and content areas. Module topics examples include Basic Communication, Community Resources, and Employment. Coursework supports reading, writing and communication skills, ability to help students with homework, technology use, and financial planning. We will provide city bus tickets for all of the events described above for family members who need them, as transportation historically has been a barrier for our EL families.

4.3 Demonstrates ongoing support and collaboration between the applicant and partners in implementing the program. The Rotary Club, Hope Place, theatre arts provider, Food Literacy Project, local public library, and world community center have all committed to serve on the 21st CCLC advisory council, indicating their ongoing investment in our program and its success. Our program builds on strong existing partnerships with the Rotary Club and The Food Literacy Project, both of which currently provide day-time programs for students. In addition, two partners have already committed to explore providing additional programming for our students and families. The Hope Place will invite 21st CCLC families to participate in its free Family Mentoring program, which includes weekly meetings with a mentor often at the family's home. The Jefferson County Nutrition Education program will explore leading a 7-hour skill-building health/nutrition program for 21st CCLC parents, based on parent interest.

4.4 Demonstrates project partners have a plan for continuing the program

beyond grant funding. Project partners will help **build capacity** to sustain the program beyond grant funding. The Rotary Club will provide training for program staff on how to implement a mentoring program and provide access to its mentor/mentee materials at no cost. The Food Literacy Project will provide six hours of professional development in-kind for 21st CCLC staff on strategies to integrate themes of food and agriculture into the program. We will ask all partners to provide sustainability training for ongoing programs.

We took special care to identify partners who offer programming **free of charge** that can continue even with reduced grant funding. These include the Hope Place's weekly mentoring program, the cooperative extension's Teen Cuisine program, our district's SkillsU English language classes for EL adults, our district's nutrition services chef demos and healthy eating lessons, and programming at the local library branch. Our district has made significant investments that will help sustain 21st CCLC: most notably, student subscriptions to Lexia, Reading Plus, ALEKS, and Edgenuity will be covered by the school/district and not the 21st CCLC grant.

Our district accepts Section 7, add-on budget requests from schools to address equity issues, achievement gaps, and strategies listed in the Comprehensive School Improvement Plans. Our district has approved an extended learning program fund explicitly for CSI schools. We can pursue continued financial support through this option. Because we serve high school students, we can look at providing transportation alternatives to school buses such as city bus tickets to save on these costs.

4.5 Plan for convening an Advisory Council and securing partners. The 21st CCLC advisory council will consist of representatives from our partners and stakeholders. Our co-applicant, mentoring program provider (Hope Place), Food Literacy Project, theatre arts provider, the local public library, and the nearby world community center that will provide parent skill-building activities have all committed to serve on the advisory council. Our principal will serve on the council, and we will also recruit a student representative, a parent representative, and one afterschool instructional staff representative. The program coordinator will chair each of the four advisory council meetings. The council will review planned services, ongoing

assessment of needs, and interim performance results. The council will propose and consider changes to the 21st CCLC's model, review and approve promotional materials, and approve any recommended changes to the program, including staffing transitions.

4.6 Describes the plan for collaborating and communicating with families about individual student needs and progress. As previously noted, our program coordinator will communicate directly to 21st CCLC families. Bilingual associate instructors will assist the coordinator in communicating with EL adults. Emails, phone calls, and in-person meetings are ways for home-to-school communications to occur. At minimum, the coordinator will communicate with families on individual student needs and progress at the end of each grading period. This communication will indicate where students are in their progress toward reading and math proficiency, where 21st CCLC hopes to see them advance before the next grading period, and how the center will help students achieve those goals. We will communicate students' most recent WIDA ACCESS level and students' performance on the most recent MAP tests for reading and mathematics. Our coordinator will also tell families about the personalized academic interventions that will help students advance toward CCR.

4.7 Describes the process for disseminating information about the program to the community in a manner that is understandable and accessible. Program leadership will develop promotional materials with help from our district's materials production department, which specializes in graphic design and commercial-quality printing. Materials will include separate hard-copy brochures for both the school-year and summer programs, a webpage, and social media mentions. All promotional materials will be available in multiple translations (Spanish, Arabic, French) and featured prominently at school-wide events (e.g., Open House). The district's ESL Department will help with additional translation services as needed. We will produce enough promotional items to distribute to EL families in our partner community organizations that will help with recruiting students and families. We also will promote the 21st CCLC by contacting parents directly through phone calls and emails.

4.8 Signed Co-Applicant Agreement Letter attached. Attached (pp. 49-50).

4.9 Minimum of five signed Partner Agreement Letters attached. Eleven additional organizations have committed to the project. Attached (pp. 51-72).

4.10 Signed Private School Consultation Form. Attached (pp.73-76).

Part 5: Program Evaluation

5.1 Has clearly established methods for measuring the goals, objectives, and outcomes. We developed goals, objectives and outcomes in consultation with our district ESL and Accountability, Research and Systems Improvement departments to ensure they are **ambitious yet achievable**. Goals, objectives, and outcomes were described previously. Below are methods for measuring the project's performance and progress.

Goal	Measurement Method	What it Measures (and how often)
Increase academic achievement of regularly participating students.	WIDA ACCESS test	Student growth in English language skills. (Annually in Jan.)
	MAP assessment	Student growth in math and reading. (Three times per year—Fall, Winter and Spring)
Improve non-cognitive indicators of success in regularly participating students.	Comprehensive School Survey (CSS)	Positive-peer relationships/non-cognitive growth (% of students who consider bullying a problem) (Administered annually in Feb-Mar)
	JCPS Data Management Center	Student behavior events (Logged daily and reviewed by program staff weekly)
	Teen Cuisine pre- and post-survey	Changes in students' healthy eating habits and food safety knowledge. (Beginning and end of each program)
	Infinite Campus	School-day attendance (Daily)
Increase number of students attending program 30 days (+) during academic year.	CAYEN APLUS Data Management System	21 st CCLC student enrollment and attendance (Daily)
Increasing access to high-quality programming.	CSS	Number of students participating in clubs or activities sponsored by the school. (Annually)
Increase college/career preparation activities for students and parents.	Transition Readiness Indicator	Students' readiness for college or career based on KDE-prescribed academic and career measurement tools. (Annually)
	MAP assessment	Students' future performance on ACT (Three times per year— Fall, Winter and Spring)
	CSS	Students' self-assessment of work readiness skills. (Annually)
	CASAS "Life and Work" Assessment	Adult English learners' career readiness (After each five-week module)
Increase educational opportunities for parents and families that support academic achievement.	CASAS Assessment	Adult English language skills (After each five-week module)
	CSS	Parents' satisfaction with our school.
	Sign-in Sheets	Parent participation in family programming.

5.2 Uses a variety of data sources (informal and formal) to monitor and document ongoing program impact. The data sources described throughout this proposal include MAP testing (given three times per year), WIDA ACCESS for EL

learning, the CSS, program attendance data, attendance and behavior event data, CASAS and the Teen Cuisine survey. Through our advisory council meetings, we will conduct **quarterly reviews** of program-wide impact and performance. Our school's ongoing PLCs provide monthly opportunities for the review of individual student academic achievement and adjustment of personalized academic interventions.

5.3 Describes how data will be used for whole-program improvement. We will continuously monitor the effectiveness of the 21st CCLC's academic support services, enrichment opportunities, and services to families. Our principal will use interview protocols to assess the fidelity of implementation for ineffective programs and services. Our program staff will research alternatives to well-implemented programs and services that prove ineffective. Potential sources for alternatives include the Kentucky Out-of-School Alliance, the training and technical assistance sessions offered by KDE, and the multi-state conference for 21st CCLC grantees. The advisory council will review program performance data, the program coordinator's assessment of fidelity of implementation, and recommendations for program improvement.

5.4 Addresses what to do if adequate student progress is not made based on the mid-year measure. Our PLCs and the program coordinator will carefully monitor the progress of each 21st CCLC student. When students do not improve during a grading period, the coordinator will review interventions used by the student. This review will ensure that interventions are appropriate to the student's academic needs, as determined by our diagnostic assessment system (MAP). The program coordinator will have a variety of adjustments at his/her disposal, including changing a student's interventions (e.g., from Lexia to Reading Plus) and decreasing the amount of time a student spends in homework help while increasing time spent in intervention.

5.5 Lead person/system for required data collection that supports student progress evaluation, program implementation and compliance. Our full-time program coordinator will be responsible for required data collection with assistance from a front office clerk. He/she will share that data monthly with our principal, who will monitor overall programmatic performance (e.g., progress on project objectives) in

addition to our advisory council, which will meet quarterly. Our program coordinator will oversee individual student progress. The coordinator and principal will coordinate with the school's formal Response to Intervention process to support student success. In addition, they will work with our district's Accountability, Research and Systems Improvement division to collect, analyze, and produce interim evaluation reports for the advisory council and summative reports to KDE regarding project performance using Infinite Campus, Cascade, attendance and school survey data systems.

Part 6: Budget

6.1 Reflects cost of proposed activities in relation to number of students served. Our average cost per student per year is approximately \$3,000 for 50 regularly participating students. Our school spent \$15,184 per student in 2016-17 (most recent data available), which over the course of a school year amounts to \$14 per hour per student. The 21st CCLC's cost per student, when compared to the total program hours (393 hours), amounts to \$7.63 per hour per student. This expense is reasonable in light of the extreme extent of our EL students' needs and expected outcomes of the program.

6.2 Process for maintaining separate accounting of funds for 21st Century dollars and for tracking time and effort of employees. All grant funds are budgeted in Munis software under a project number specific to the grant created by the district's Grants and Awards Department. Funding will be categorized by Munis codes that correspond to grant budget categories as approved by KDE. The principal and 21st CCLC program coordinator will oversee all grant spending to ensure it aligns with the approved budget with additional oversight from Grants and Awards. The program coordinator will submit a time and effort log no less than monthly to the principal, who will monitor hours worked. Certified teachers, instructional assistants and a front office clerk who provide extended service in the 21st CCLC beyond their normal work hours will sign in and out every day using the district's time and attendance software program. This program will import hours worked directly to the district's Munis payroll system.

6.3 Applicant's administrative capacity to successfully manage a grant program. Our district manages approximately 350 grants with total budgets in excess of

\$300 million. The district's Grants and Awards Department has 15 staff members who assist project directors with financial compliance, monitoring, and reporting. In June 2015, the Government Finance Officers Association presented our district with the Certificate of Achievement for Excellence in Financial Reporting. Our district's net financial position at the end of the most recent fiscal year is sufficient to address initial and operating costs in advance of 21st CCLC quarterly reimbursements.

6.4 Includes a detailed budget narrative that itemizes the specific uses of funds. A detailed budget narrative is attached to this proposal. Please see pp. 30-39.

6.5 Allocates sufficient fiscal resources and other funds needed to support implementation of the plan; supplanting. The proposed budget covers all necessary costs for project implementation, while also emphasizing cost efficiency. Our district will absorb indirect costs (\$4,715 average per year). Indirect costs for our district are approved by KDE's Division of District Support and include the time of staff in finance, human resources, maintenance, and custodial services. We adopted a summer model with as few days as feasible to save on transportation while meeting the 32-hour requirement. Partners, such as the theatre outreach program and Hope Place, provide supplies with their programs to reduce the burden on our budget. Our staff and partners will coordinate resources to increase the number of students who participate in 21st CCLC programming, which promotes the project's ongoing sustainability.

We will avoid supplanting existing expenditures by complementing available programs. For example, we will use intervention programs (Lexia, Reading Plus, ALEKS) already secured by our district and will not seek grant funding for those. None of our proposed expenses overlap with existing programs or services at our school.

Part 7: Priorities

7.1 Absolute Priority. We are a Title I school and had a 100% FRL rate in 2017-18, per KDE. **7.2. NA. 7.3. NA. 7.4 Comprehensive Support and Improvement Schools (CSI).** We are a CSI high school. **7.5 Schools never served by a 21st CCLC Grant.** We have never been served by a 21st CCLC grant.

21st Century Community Learning Centers Budget Summary

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2019-2020 School Year)		Year Two (2020-2021 School Year)		Year Three (2021-2022 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer	80,411		82,715		85,089	
Fringe Benefits	29,503		30,147		30,808	
Travel (program staff)	2,454		1,546		1,546	
Equipment	0		0		0	
Supplies/Materials	10,505		7,540		5,547	
Parent/Family Engagement (1% of grant funds yearly)	1,748		1,769		1,791	
Contractual	9,000	400	9,128	400	9,259	400
Indirect Cost LEAs – use district rate CBOs & FBOs use no more than 8%	0	4,644	0	4,740	0	4,761
Summer Programming	0		0		0	
Transportation (School Year, Summer, Field Trips)	14,960		14,960		14,960	
Other (specify) (Fees, Printing, Postage)	1,419		2,195		1,000	
Volunteers (\$8.00/hour – in-kind only)						
Yearly Totals Grant and In-Kind Funds	150,000	5,044	150,000	5,140	150,000	5,161

Note: Grants funds cannot be used to purchase facilities or support new construction.

Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

Budget Narrative—Year 1

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

BUDGET CATEGORY	AMOUNT REQUESTED																								
1. Personnel School Year & Summer	\$80,411																								
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours per week.</p> <p><i>Note: Hourly rates are determined by district policies in accordance with collective bargaining.</i></p> <p>Program Coordinator (1 full-time equivalent) Request: \$38,399 (Job Description: Student Community Liaison) \$166.95/day x 230 days (8 hours per day) Academic Programming: 2 hours/day x 4 days/week Enrichment Support: 1 hour/day x 4 days/week Programming Coordination: 28 hours/week</p> <p><u>Academic Year-Extended Service</u></p> <p>2 Certified Teacher- \$15/hr x 1 hr/day x 120 days (tutoring) Request: \$3,600 2 Certified Teachers- \$48.32/hr x 1 hr/day x 120 days (instruction) Request: \$11,597 2 Bilingual Associate Instructors- \$19.80/hr x 3 hrs/day x 120 days Request: \$14,256 Front Office Clerk- \$17.53/hr x 3 hrs/day x 120 days Request: \$6,311</p> <p><u>Summer-Extended Service</u></p> <p>2 Certified Teachers- \$48.32/hr x 6 hours/day x 6 days Request: \$3,479 (5.5 hours instruction, 30 minutes set-up and planning) 3 Bilingual Associate Instructors- \$19.80/hr x 6 hrs/day x 6 days Request: \$2,138 Front Office Clerk- \$17.53/hr x 6 hrs/day x 6 days Request: \$631</p>																									
2. Fringe Benefits	\$29,503																								
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <table style="width: 100%;"> <tr> <td>Life Insurance</td> <td style="text-align: right;">Request: \$41</td> </tr> <tr> <td>Liability Insurance</td> <td style="text-align: right;">Request: \$44</td> </tr> <tr> <td>Long Term Disability</td> <td style="text-align: right;">Request: \$115</td> </tr> <tr> <td>FICA</td> <td style="text-align: right;">Request: \$3,828</td> </tr> <tr> <td>Medicare Match</td> <td style="text-align: right;">Request: \$1,165</td> </tr> <tr> <td>KTRS</td> <td style="text-align: right;">Request: \$3,007</td> </tr> <tr> <td>CERS</td> <td style="text-align: right;">Request: \$13,261</td> </tr> <tr> <td>Unemployment</td> <td style="text-align: right;">Request: \$481</td> </tr> <tr> <td>Workers Compensation</td> <td style="text-align: right;">Request: \$249</td> </tr> <tr> <td>Health Insurance</td> <td style="text-align: right;">Request: \$7,200</td> </tr> <tr> <td>State Life Insurance</td> <td style="text-align: right;">Request: \$12</td> </tr> <tr> <td>State Administrative Fee</td> <td style="text-align: right;">Request: \$100</td> </tr> </table>		Life Insurance	Request: \$41	Liability Insurance	Request: \$44	Long Term Disability	Request: \$115	FICA	Request: \$3,828	Medicare Match	Request: \$1,165	KTRS	Request: \$3,007	CERS	Request: \$13,261	Unemployment	Request: \$481	Workers Compensation	Request: \$249	Health Insurance	Request: \$7,200	State Life Insurance	Request: \$12	State Administrative Fee	Request: \$100
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3. Travel (Staff)	\$2,454
<p>In state – You <u>must</u> allocate funds for at least 2 project staff to attend mandated trainings as outlined on <u>page 39</u>. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$115 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15.</p> <p>Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p>	
Required 2- to 4-day regional training (2 staff)	Request: \$347
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 4 days	
One-day annual directors meeting (2 staff)	Request: \$87
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 1 day	
Three-day multi-state conference (2 staff)	Request: \$1,112
Mileage: \$.43/mile x 352 miles (roundtrip) = \$152	
Lodging: \$150 per night x 2 nights x 2 staff = \$600	
Per diem: \$30 per day x 3 days x 2 staff = \$180	
Registration: \$90 x 2 staff = \$180	
3-day Level I Training (2 staff) YEAR 1 ONLY	Request: \$260
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 3 days	
3-day Level II Training YEAR 1 ONLY	Request: \$561
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 3 days = \$261	
Registration Fee: \$150 per person x 2 staff = \$300	
APLUS Data Training YEAR 1 ONLY	Request: \$87
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 1 day	
4. Equipment	\$0
Itemize items and cost of each.	
5. Supplies/Materials	\$10,505
Itemize items and cost of each.	
Laptop for Program Coordinator	Request: \$1,265
Dell Latitude 5590 (\$925), docking station (\$190),	
HP P223 21.5" LED Monitor (\$115), Keyboard & mouse set (\$35).	
Student supplies for homework help and interventions	Request: \$1,500
Glue sticks, pencils, pens, washable markers, composition notebooks,	
binders, paper, pencil pouch, two pocket folders, scissors.	
Year 1: \$30/student x 50 students	
Official ACT Prep Pack- \$50 each x 30 packs (for regularly participating	Request: \$1,500
sophomores, juniors and seniors)	
Chromebook 11 G6 EE (16GB HardDrive)	Request: \$4,640
Year 1: \$232 each x 20	
Tripp Lite 36-Port AC Charging Cart Storage Station for Chromebooks	Request: \$1,200
Food for culinary unit – students prepare food	Request: \$400

6. Parent/Family Engagement Activities		\$1,748
3 Bilingual Associate Instructors- \$19.80/hr x 1 hr/day x 9 days (family skill-building/engagement events at world community center)	Request: \$535	
Fringes on Bilingual Associate Instructors- \$33 FICA, \$8 Medicare		
Match, \$115 CERS, \$5 Unemployment, \$2 Workers Comp	Request: \$163	
Bus Tickets (for parents) (\$1.75 per ticket x 40 parents x 15 events)	Request: \$1,050	
7. Contractual		\$9,000
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.		
Theatre Outreach Program	Request: \$6,400	
School Year: \$200/hr x 16 hrs/semester x 2 semesters		
Tickets to Theatre center performance provided	In-Kind: \$400	
in-kind: 50 tickets per year x \$8 per ticket = \$400		
Science Center Enrichment Program	Request: \$800	
School Year: \$200 per hour session x 4 sessions (25 students per session)		
Peace Ed Cooperative Games/Conflict Resolution Program	Request: \$1,800	
Summer: \$150/hr x 6 session (25 students) x 2 cohorts		
8. Indirect (See page 17)		\$0
In-Kind: \$4,644 (3.25% of directs costs not including technology (laptop, chromebooks and cart)		
9. Summer Programming (supplies/materials) Will use supplies purchased during school year.		\$0
10. Transportation (School Year, Summer, Field Trips)		\$14,960
Academic Year- 1 bus x \$100/day x 120 days/year (one-way)	Request: \$12,000	
Academic Year- 1 bus x \$185/day x 4 field trips/year	Request: \$740	
Summer- 1 bus x \$185 x 8 days (pick up and drop off)	Request: \$1,480	
Summer Excursions- 1 bus x \$185 x 2 trips/week x 2 weeks	Request: \$740	
The estimate of \$185 is the daily rate (two-way) our district uses for budgeting when the precise mileage of a route is unknown. Routes are unknown until students are enrolled in the program.		
11. Other (Specify and Itemize)		\$1,419
Fees – Field Trip to urban farm teaching garden: \$500 per field trip (Up to 25 students) x 2 per year	Request: \$1,000	
Printing costs for program promotional materials and program posters	Request: \$250	
Postage	Request: \$169	
TOTAL REQUESTED =		\$150,000

Budget Narrative—Year 2

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

BUDGET CATEGORY	AMOUNT REQUESTED																								
1. Personnel School Year & Summer	\$82,715																								
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours per week. 3% increase from Year 1 for staff (excluding tutoring rate)</p> <p>Program Coordinator (1 full-time equivalent) Request: \$39,551 \$171.96/day x 230 days (8 hrs/day)</p> <p><u>Academic Year-Extended Service</u> 2 Certified Teacher- \$15/hr x 1 hr/day x 120 days (tutoring) Request: \$3,600 2 Certified Teachers- \$49.77/hr x 1 hr/day x 120 days (instruction) Request: \$11,945 2 Bilingual Associate Instructors- \$20.3944/hr x 3 hrs/day x 120 days Request: \$14,684 Front Office Clerk- \$18.05/hr x 3 hrs/day x 120 days Request: \$6,500</p> <p><u>Summer-Extended Service</u> 2 Certified Teachers- \$49.77/hr x 6 hours/day x 6 days Request: \$3,583 (5.5 hours instruction, 30 minutes set-up and planning) 3 Bilingual Associate Instructors- \$20.39/hr x 6 hrs/day x 6 days Request: \$2,202 Front Office Clerk- \$18.05/hr x 6 hrs/day x 6 days Request: \$650</p>																									
2. Fringe Benefits	\$30,147																								
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <table> <tr><td>Life Insurance</td><td>Request: \$43</td></tr> <tr><td>Liability Insurance</td><td>Request: \$44</td></tr> <tr><td>Long Term Disability</td><td>Request: \$119</td></tr> <tr><td>FICA</td><td>Request: \$3,943</td></tr> <tr><td>Medicare Match</td><td>Request: \$1,198</td></tr> <tr><td>KTRS</td><td>Request: \$3,081</td></tr> <tr><td>CERS</td><td>Request: \$13,660</td></tr> <tr><td>Unemployment</td><td>Request: \$491</td></tr> <tr><td>Workers Compensation</td><td>Request: \$256</td></tr> <tr><td>Health Insurance</td><td>Request: \$7,200</td></tr> <tr><td>State Life Insurance</td><td>Request: \$12</td></tr> <tr><td>State Administrative Fee</td><td>Request: \$100</td></tr> </table>		Life Insurance	Request: \$43	Liability Insurance	Request: \$44	Long Term Disability	Request: \$119	FICA	Request: \$3,943	Medicare Match	Request: \$1,198	KTRS	Request: \$3,081	CERS	Request: \$13,660	Unemployment	Request: \$491	Workers Compensation	Request: \$256	Health Insurance	Request: \$7,200	State Life Insurance	Request: \$12	State Administrative Fee	Request: \$100
Life Insurance	Request: \$43																								
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Unemployment	Request: \$491																								
Workers Compensation	Request: \$256																								
Health Insurance	Request: \$7,200																								
State Life Insurance	Request: \$12																								
State Administrative Fee	Request: \$100																								

3. Travel (Staff)		\$1,546
<p>In state – You <u>must</u> allocate funds for at least 2 project staff to attend mandated trainings as outlined on page 39. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$115 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15.</p> <p>Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p>		
Required 2- to 4-day regional training (2 staff)	Request: \$347	
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 4 days		
One-day annual directors meeting (2 staff)	Request: \$87	
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 1 day		
Three-day multi-state conference (2 staff)	Request: \$1,112	
Mileage: \$.43/mile x 352 miles (roundtrip) = \$152		
Lodging: \$150 per night x 2 nights x 2 staff = \$600		
Per diem: \$30 per day x 3 days x 2 staff = \$180		
Registration: \$90 x 2 = \$180		
4. Equipment		\$0
Itemize items and cost of each.		
5. Supplies/Materials		\$7,540
Itemize items and cost of each.		
Student supplies for homework help and interventions	Request: \$1,500	
Replacement items (glue sticks, pencils, pens, washable markers, composition notebooks, binders, paper, pencil pouch, two-pocket folders, scissors. Year 2: \$30/student x 50 students		
Official ACT Prep Pack- \$50 each x 30 packs (for regularly participating sophomores, juniors and seniors)	Request: \$1,500	
Chromebook 11 G6 EE (16GB HardDrive)	Request: \$3,480	
Year 2: \$232 each x 15		
Tripp Lite 16-Port AC Charging Cart Storage Station for Chromebooks	Request: \$660	
Food for culinary unit – students prepare food	Request: \$400	
6.Parent/Family Engagement Activities		\$1,769
3 Bilingual Associate Instructors- \$20.39/hr x 1 hr/day x 9 days (family skill-building/engagement events at world community center)	Request: \$551	
Fringes on Bilingual Associate Instructors- \$34 FICA, \$8 Medicare Match, \$118 CERS, \$6 Unemployment, \$2 Workers Comp	Request: \$168	
Bus Tickets (for parents) (\$1.75 per ticket x 40 parents x 15 events)	Request: \$1,050	

7. Contractual	\$9,128
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.	
Theatre Outreach Program	Request: \$6,528
School Year: \$204/hr x 16 hrs/semester x 2 semesters	
2% increase over Year 1	
Tickets to Theatre center performance provided	In-Kind: \$400
in-kind: 50 tickets per year x \$8 per ticket = \$400	
Science Center Enrichment Program	Request: \$800
School Year: \$200 per hour session x 4 sessions (25 students per session)	
Peace Ed Cooperative Games/Conflict Resolution Program	Request: \$1,800
Summer: \$150/hr x 6 session (25 students) x 2 cohorts	
8. Indirect (See page 17)	\$0
In-Kind: \$4,740 (3.25% of directs costs not including technology (chromebooks and cart)	
9. Summer Programming (supplies/materials)	\$0
Will use supplies purchased during school year	
10. Transportation (School Year, Summer, Field Trips)	\$14,960
Academic Year- 1 bus x \$100/day x 120 days/year (one-way)	Request: \$12,000
Academic Year- 1 bus x \$185/day x 4 field trips/year	Request: \$740
Summer- 1 bus x \$185 x 8 days (pick up and drop off)	Request: \$1,480
Summer Excursions- 1 bus x \$185 x 2 trips/week x 2 weeks	Request: \$740
The estimate of \$185 is the daily rate (two-way) our district uses for budgeting when the precise mileage of a route is unknown. Routes are unknown until students are enrolled in the program.	
11. Other (Specify and Itemize)	\$2,195
Fees – Field Trip to urban farm teaching garden: \$500 per field trip	Request: \$1,000
(Up to 25 students) x 2 per year	
Printing costs for program promotional materials and program posters	Request: \$900
Postage	Request: \$295
TOTAL REQUESTED =	\$150,000

Budget Narrative—Year 3

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	\$85,089
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours per week. 3% increase from year 2 for staff (excluding tutoring rate)</p> <p>Program Coordinator (1 full-time equivalent) Request: \$40,738 \$177.12/day x 230 days (8 hrs/day)</p> <p><u>Academic Year-Extended Service</u> 2 Certified Teacher- \$15/hr x 1 hr/day x 120 days (tutoring) Request: \$3,600 2 Certified Teachers- \$51.26/hr x 1 hr/day x 120 days (instruction) Request: \$12,303 2 Bilingual Associate Instructors- \$21.007/hr x 3 hrs/day x 120 days Request: \$15,125 Front Office Clerk- \$18.597/hr x 3 hrs/day x 120 days Request: \$6,695</p> <p><u>Summer-Extended Service</u> 2 Certified Teachers- \$51.26/hr x 6 hours/day x 6 days Request: \$3,690 (5.5 hours instruction, 30 minutes set-up and planning) 3 Bilingual Associate Instructors- \$21.007/hr x 6 hrs/day x 6 days Request: \$2,268 Front Office Clerk- \$18.597/hr x 6 hrs/day x 6 days Request: \$670</p>	
2. Fringe Benefits	\$30,808
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>Life Insurance Request: \$44 Liability Insurance Request: \$44 Long Term Disability Request: \$122 FICA Request: \$4,061 Medicare Match Request: \$1,236 KTRS Request: \$3,786 CERS Request: \$13,438 Unemployment Request: \$503 Workers Compensation Request: \$262 Health Insurance Request: \$7,200 State Life Insurance Request: \$12 State Administrative Fee Request: \$100</p>	

3. Travel (Staff)	\$1,546
<p>In state – You <u>must</u> allocate funds for at least 2 project staff to attend mandated trainings as outlined on <u>page 39</u>. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$115 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15.</p> <p>Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p>	
Required 2- to 4-day regional training (2 staff)	Request: \$347
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 4 days	
One-day annual directors meeting (2 staff)	Request: \$87
\$0.43/mile x 100.8 miles (roundtrip) x 2 staff x 1 day	
Three-day multi-state conference (2 staff)	Request: \$1,112
Mileage: \$.43/mile x 352 miles (roundtrip) = \$152	
Lodging: \$150 per night x 2 nights x 2 staff = \$600	
Per diem: \$30 per day x 3 days x 2 staff = \$180	
Registration: \$90 x 2 = \$180	
4. Equipment	\$0
Itemize items and cost of each.	
5. Supplies/Materials	\$5,547
Itemize items and cost of each.	
Student supplies for homework help and interventions	Request: \$167
Supplemental supplies (glue sticks, pencils, pens, washable markers, composition notebooks, binders, paper, pencil pouch, two-pocket folders, scissors. Year 3: \$3.34/student x 50 students	
Official ACT Prep Pack- \$50 each x 30 packs (for regularly participating sophomores, juniors and seniors)	Request: \$1,500
Chromebook 11 G6 EE (16GB HardDrive)	Request: \$3,480
Year 2: \$232 each x 15	
Food for culinary unit – students prepare food	Request: \$400
6.Parent/Family Engagement Activities	\$1,791
3 Bilingual Associate Instructors- \$21.007/hr x 1 hr/day x 9 days (family skill-building/engagement events at world community center)	Request: \$568
Fringes on Bilingual Associate Instructors- \$35 FICA, \$8 Medicare Match, \$122 CERS, \$6 Unemployment, \$2 Workers Comp	Request: \$173
Bus Tickets (for parents) (\$1.75 per ticket x 40 parents x 15 events)	Request: \$1,050

7. Contractual	\$9,259
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.	
Theatre Outreach Program School Year: \$208.09/hr x 16 hrs/semester x 2 semesters 2% increase over Year 2	Request: \$6,659
Tickets to Theatre center performance provided in-kind: 50 tickets per year x \$8 per ticket = \$400	In-Kind: \$400
Science Center Enrichment Program School Year: \$200 per hour session x 4 sessions (25 students per session)	Request: \$800
Peace Ed Cooperative Games/Conflict Resolution Program Summer: \$150/hr x 6 session (25 students) x 2 cohorts	Request: \$1,800
8. Indirect (See page 17)	\$0
In-Kind: \$4,761 (3.25% of directs costs not including technology (chromebooks))	
9. Summer Programming (supplies/materials) Will use supplies purchased during school year	\$0
10. Transportation (School Year, Summer, Field Trips)	\$14,960
Academic Year- 1 bus x \$100/day x 120 days/year (one-way) Request: \$12,000	
Academic Year- 1 bus x \$185/day x 4 field trips/year Request: \$740	
Summer- 1 bus x \$185 x 8 days (pick up and drop off) Request: \$1,480	
Summer Excursions- 1 bus x \$185 x 2 trips/week x 2 weeks Request: \$740	
The estimate of \$185 is the daily rate (two-way) our district uses for budgeting when the precise mileage of a route is unknown. Routes are unknown until students are enrolled in the program.	
11. Other (Specify and Itemize)	\$1,000
Fees – Field Trip to urban farm teaching garden: \$500 per field trip (Up to 25 students) x 2 per year	Request: \$1,000
TOTAL REQUESTED =	\$150,000

BUDGET PAGE- New Applicants**PRICE FOR SERVICE:**

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.

Original Award Period (Year One) 2017-2018 School Year	Original Award Period (Year Two) 2018-2019 School Year	Original Award Period (Year Three) 2019-2020 School Year	Continuation Funding (Year Four) 2020-2021 School Year	Continuation Funding (Year Five) 2021-2022 School Year
\$150,000 max	\$150,000 max	\$150,000 max	\$125,000 max	\$100,000 max
<u>\$150,000</u>	<u>\$ 150,000</u>	<u>\$150,000</u>	<u>\$125,000</u>	<u>\$ 100,000</u>

List of Partners

1. The Rotary Club of Louisville (Co-applicant)
2. Hope Place
3. Commonwealth Theatre Center
4. Americana World Community Center
5. Louisville Free Public Library
6. Jefferson County Nutrition Education Program
7. The Food Literacy Project
8. Jefferson County Public Schools School and Community Nutrition Services
9. Louisville Metro Government
10. Peace Education
11. Kentucky Refugee Ministries
12. Jefferson County Public Schools SkillsU Department

3370 CLAA

JOB TITLE

STUDENT/COMMUNITY LIAISON

DIVISION

DISTRICTWIDE INSTRUCTIONAL
PROGRAMS

REPORTS TO

PRINCIPAL

SALARY SCHEDULE & GRADE

IA, GRADE 7

LENGTH OF WORK YEAR

AS APPROVED BY
THE BOARD

DATE

JULY 28, 2014

SCOPE OF RESPONSIBILITIES

Assumes responsibility, under the direction of the principal, for facilitating a school based student-centered program designed to identify students experiencing difficulty in school and to modify students' specific problems; assists with extracurricular activities; works cooperatively with teachers, parents and community organizations to establish and maintain a positive image of the school and the district; assists with security and safety measures in the school.

PERFORMANCE RESPONSIBILITIES

1. Works cooperatively with teachers, counselors and other administrative staff to identify students who are experiencing difficulty in the school environment.
2. Assists with communication between identified students and the home, school, teachers, community groups, and school administrative staff.
3. Upon referral from school administrative staff, works cooperatively with appropriate staff and classroom teachers to plan and implement a program designed to assist identified students work out their problems.
4. Coordinates curricular and extracurricular activities (before, during and after school hours) designed to assist identified students succeed with personal, social and emotional growth goals.
5. Works cooperatively with teachers, administrators, support staff, parents and community organizations/groups to establish and maintain positive public relations and communications in order to build support for the school and its programs.
6. Attends meetings of community organizations serving as liaison between the school and such groups for the purpose of discussing and working on mutual needs and concerns including school security and safety measures.
7. Collects and maintains record of attendance, grades and number of disciplinary referrals on each identified student as a basis for decision-making and program development.
8. Develops and implements attendance incentive activities involving cooperative participation of school staff, community organizations and businesses.
9. Establishes and maintains an ongoing program of home contact with parents of identified students and works with parents to increase understanding and constructive participation in the school program.
10. Duties may include performance of health services, for which training will be provided.
11. Performs other duties as assigned by the principal.

PHYSICAL DEMANDS

The work is performed while standing or walking. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

MINIMUM QUALIFICATIONS

1. High School Diploma or G.E.D.
2. Record keeping skills
3. Good communication skills
4. Successful experience working with secondary-age students

DESIRABLE QUALIFICATIONS

1. Post high school education/training
2. Successful experience working in JCPS dropout prevention programs
3. Successful experience working with parents, school staff, and community groups/organizations

070412

06100-14-830

Equitable Access and Participation Plan

In its program administration and services, the 21st CCLC program will maintain standards of equity. Our district does not discriminate on the basis of age, color, disability, marital or parental status, national origin, race, sex, sexual orientation, political opinion or affiliation or religion in educational programs, services, career and technical educational opportunities, employment or activities as set forth in compliance with federal and state statutes and regulations.

The following measures will ensure equitable access and participation.

- Project services will be provided in a facility fully compliant with all state and federal regulations regarding accessibility for individuals with disabilities.
- Promotional materials will be available in multiple translations common to the intended participants of the project.
- Transportation services will be provided to our district's students to reduce barriers to participation.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form—LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Iroquois High School

4615 Taylor Blvd.

Louisville, Jefferson County, KY 40215

Check ☐ if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

Jefferson County Public Schools

PR/AWARD NUMBER AND / OR PROJECT NAME

Iroquois High School 21st CCLC

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Martin A. Pollio, Ed.D., Superintendent

SIGNATURE



DATE



Program Summary and Abstract Part 1

Contact Information: (If RFA is submitted jointly, this page may be copied for additional contact information.)

Applicant Name (name of school/organization/entity/etc. applying for funds)	Applicant DUNS#
Iroquois High School, Jefferson County Public Schools	062984430
"Primary" Contact Person	Title
Juliann Morris	Grant Developer
District or Organization Name (for contact person)	
Resource Development, Jefferson County Public Schools	
Mailing Address (for contact person)	Phone
PO Box 34020	502-485-3947
City, State, and Zip	Fax
Louisville, KY 40232	NA
E-mail (for contact person)	
juliann.morris@jefferson.kyschools.us	

Superintendent Information: (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.

Superintendent Name:	District Name:
Martin A. Pollio	Jefferson County Public Schools
Mailing Address	Phone
PO Box 34020	502-485-3251
City, State, and Zip	Fax
Louisville, KY 40232	502-485-3991

Site Information: Complete one box for each site that will provide a 21st CCLC program. **No more than two sites**

Site Name
Iroquois High School
Principal Name:
Herbert "Clay" Holbrook
Physical Site Address
4615 Taylor Boulevard
City, State, and Zip
Louisville, KY 40251
Site Contact Person
Clay Holbrook
Site Contact Phone
502-485-8269
Site Contact E-mail
herbert.holbrook@jefferson.kyschools.us
Schools to be Served: Iroquois High School

Site Name
Principal Name:
Physical Site Address
City, State, and Zip
Site Contact Person
Site Contact Phone
Site Contact E-mail
Schools to be Served:

Program Summary and Abstract Part 2

- A. **List name of each school to be served** in table below. For each school, answer columns across the table. Font in this chart may be 8 pt.
- B. **Proposed # of students to be served on a regular basis should not be entire school enrollment.**

Specify: • Name of each school • Urban (U), • Rural (R), or • Suburban (S)	List grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served on a regular basis from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	*% Free or Reduced Cost Lunch	*Total school wide enrollment	
School: Iroquois High School x U <input type="checkbox"/> R <input type="checkbox"/> S	9, 10, 11, 12	NA	Jefferson County Public Schools	X Public <input type="checkbox"/> Private	100%	1,300	50
School: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			

*** Must use lunch data as reported to KDE on December 1, 2017**

****Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):

- x Public School
☐ Non-Public School
☐ Community Based Organization
☐ Faith Based Organization
☐ Charter School

C. Who will serve as the fiscal agent? (Specify the name of the school district or the agency/organization.) Jefferson County Public Schools

D. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds? x yes ☐ no (District received funds for a different school not included in this application)

If yes: ☐ Federal x State What date did (or will) award funding conclude: June/2023
(month/year).

SITE SUMMARY AND ABSTRACT Part 1

Complete the following (pages 74-75) for EACH site. In case of multiple sites, copy page for each site.

Site Name: Iroquois High School

A. Will site be located in an elementary or secondary school building? x yes ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school?

If no, why is this site not located in a school building? ____ If no, how will students be transported from school to site location? ____

B. The proposed number of students to be served daily at the site in a school year is: 50

C. The expected number of regular attendees (30 or more days) is: 50

(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.)

D. The number of adult family members (of students served) this site is proposing to serve: 50

E. Types of adult skill-building to be provided:

- ☐ Computer usage
- ☐ Accessing & using Infinite Campus
- x Financial Literacy
- x How to communicate with teachers
- ☐ GED training
- ☐ Completing the FASFA
- x Job Skills
- ☐ Using Online Resources
- ☐ School Safety Procedures
- ☐ Time Management/Organization
- x Health & Nutrition
- x Resume building
- x other, describe: English Language Classes

F. Types of family engagement activities to be provided:

- ☐ Family Literacy Night
- ☐ Family Math Night
- x Student Showcase
- ☐ Family Game Night
- ☐ Light's On Afterschool Event
- x Serving as a chaperone
- ☐ Student performances
- x other, describe: Health and Nutrition/cooking demonstrations

Complete the following table for school year program operations at this site:

KDE requires that 21st CCLC programs offer services a **minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

	Before School (Times of Operation)		Afterschool (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday			2:20 p.m.	5:20 p.m.	3 hours
Tuesday			2:20 p.m.	5:20 p.m.	3 hours
Wednesday			2:20 p.m.	5:20 p.m.	3 hours
Thursday			2:20 p.m.	5:20 p.m.	3 hours
Friday					
Saturday					
Sunday					

SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day	3	5.5
Total # days/week	4	3
Total # of weeks	33 (Not all weeks are full weeks. Site not in session when school not in session.)	2
First date of operation	<u>09/4/2019</u>	<u>07/09/2020</u>
Last date of operation	<u>05/14/2020</u>	<u>07/18/2020</u>

A. Specify beginning and ending time site is in operation other times of the year (When school is not in session):

	Summer		Holidays		Breaks		Other, Describe*	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday								
Tuesday	10 a.m.	3:30 p.m.						
Wednesday	10 a.m.	3:30 p.m.						
Thursday	10 a.m.	3:30 p.m.						
Friday								
Saturday								
Sunday								

Co-Applicant Agreement
Rotary Club of Louisville
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and Rotary Club of Louisville ("the PARTNER"), hereby enter into this Co-Applicant Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Co-Applicant Agreement Contribution Table

Description of Contribution	Supports
Meet with students in the 21 st CCLC program two times per year to promote the Rotary Club's day-time mentoring program and the Louisville Rotary Promise Scholarship available to Iroquois High School students.	Access to high-quality programming
Reserve 10 slots per year for 21 st CCLC students to participate in the Rotary Club's day-time mentoring program. Iroquois staff will recruit one volunteer per two 21 st CCLC students who attend the mentoring program (up to five total).	Access to high-quality programming; access to college/career preparation activities; life-skills training
Allow the 21 st CCLC to use and adapt Rotary Club mentoring materials, including student and mentor manuals that feature activities to help students develop skills for success in college, career and life.	Access to college/career preparation activities
Assign a liaison during the first year of the project period to provide training for 21 st CCLC staff and volunteers on how to effectively use the Rotary Club materials.	Access to high-quality programming; access to college/career preparation activities

Assign a representative to serve on the 21 st Century Community Learning Centers' Advisory Council, which meets quarterly.	The development and implementation of the program
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In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER, and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



J. Barry Barker, President
Rotary Club of Louisville



Date

Partner Agreement
HOPE Place
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and HOPE Place, an outreach service of Southeast Christian Church ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide mentor outreach programming during the 21 st Century Community Learning Centers' (21 st CCLC) afterschool program at Iroquois High School.	Access to high-quality programing, improvement of non-cognitive indicators of success in regularly participating students, access to college/career preparation activities for students
Implement the HOPE Place's EMPOWER Mentor Program one hour per week throughout the school year during weeks the 21 st CCLC is open. The HOPE Place will recruit, train and support up to 13 volunteer mentors who will work with students at a preferred ratio of 1 adult mentor to 4 student mentees.	Access to high-quality programing, improvement of non-cognitive indicators of success in regularly participating students, access to college/career preparation activities for students
Provide up to 13 volunteer mentors to do homework help with students for 40 minutes per week throughout the school year during weeks the 21 st CCLC is open.	Academic achievement of regularly participating students
Provide 21 st CCLC families information on the Hope Place's free Family Mentoring program, which includes weekly meetings with a volunteer mentor at the Hope Place or at the family's home, and invite them to participate.	Access to high-quality programming, improvement of non-cognitive indicators of success in regularly participating students and parents, life-skill building activities for families
Assign a representative to serve on the 21 st	The development and implementation of the

CCLC Advisory Council, which will meet quarterly during the grant period.	program
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In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER, and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.


 Martin A. Pollio, Ed.D., Superintendent
 Jefferson County Public Schools


 Date


 Kristy Robison, Program Director
 HOPE Place


 Date

Partner Agreement
Commonwealth Theatre Center
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and the Commonwealth Theatre Center, a Kentucky nonprofit corporation ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide outreach programming during the 21 st Century Community Learning Centers' (21 st CCLC) afterschool program at Iroquois High School.	Improvement of non-cognitive indicators of success in regularly participating students
Implement the program for a minimum of one hour per week for up to 16 weeks per semester during the school year.	Access to high-quality programming
Allow a maximum of 25 students to participate in each session of outreach programming.	Access to high-quality programming
Culminate each semester's program with a performance that features the program's participants.	Improvement of non-cognitive indicators of success in regularly participating students
Provide up to 50 tickets in-kind (valued at \$8 per ticket) for 21 st CCLC students and/or parents to attend a Commonwealth Theatre Center performance during each year of the grant period.	Access to high-quality programming
Assign a representative to serve on the 21 st CCLC Advisory Council, which will meet quarterly during the grant period.	The development and implementation of the program

In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER, and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



Alison Huff, Managing Director
Commonwealth Theatre Center



Date

Partner Agreement
Americana World Community Center
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and the Americana World Community Center ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program ("Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Programs.

Partner Agreement Contribution Table

Description of Contribution	Supports
Allow 21 st CCLC students and families to attend community engagement events at the Americana World Community Center nine times per year. JCPS will provide up to three Bilingual Associate Instructors depending on 21 st CCLC student and parent attendance.	Family educational opportunities, life-skills for students and families, community building, access to high quality programming
Connect participating students and parents to existing Americana World Community Center resources including a Workforce Development Coordinator who provides one-on-one support free of charge helping clients with job placement, career advancement and financial stability.	Adult skill-building and life-skills activities, access to high quality programming
Assign a representative to serve on the 21 st Century Community Learning Centers' Advisory Council, which meets quarterly.	Development and implementation of the program

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



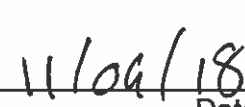
Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



Edgardo Mansilla, Executive Director
Americana World Community Center



Date

Partner Agreement
Louisville Free Public Library
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and Louisville Free Public Library, an agency of the Louisville/Jefferson County Metro Government ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Partner Agreement Contribution Table

Description of Contribution	Supports
Bring books and educational materials to the 21 st CCLC program for student checkout for units of study as needed.	Access to high-quality programming, academic enrichment
Provide 21 st CCLC students with information on the library's English Conversation Club that meets at the Iroquois branch on Saturday's.	Access to high-quality programming
Coordinate with the 21 st CCLC on International Women's Day activities, including a unit of study and a festival celebrating women of all cultures.	Access to high-quality programming, academic achievement, non-cognitive indicators of success, community building
Coordinate with the 21 st CCLC to implement a picture/storytelling unit of study culminating with a ceremony and student work exhibit at the Iroquois Library Community Gallery.	Access to high-quality programming, life skills (presenting to the public), non-cognitive indicators of success, community building
Provide information on the library's summer reading program and help students who need library cards sign up for one.	Access to high-quality programming
Assign an ad hoc representative to serve on the 21 st Century Community Learning Centers' Advisory Council.	The development and implementation of the program

In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.


The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER, and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



Kate Schiavi, Youth Services Manager
Louisville Free Public Library



Date

Partner Agreement
Jefferson County Nutrition Education Program
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and the Jefferson County Nutrition Education Program, a division of the University of Kentucky Cooperative Extension Service ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide health and nutrition outreach programming during the 21 st Century Community Learning Centers (21 st CCLC) afterschool program at Iroquois High School for both students and parents.	Improvement of non-cognitive indicators of success in regularly participating students; increase educational opportunities for parents and families; access to high-quality programming
Implement the Jefferson County Cooperative Extension's 6-hour Teen Cuisine program twice per school year free of charge. The program will be offered for one hour per week for six consecutive weeks. A maximum of 25 students will participate in each session.	Access to high-quality programming; improvement of non-cognitive indicators of success in regularly participating students; life skills for students
Provide program outcomes of Teen Cuisine program for 21 st CCLC grant reporting.	The development and implementation of the program
Implement a 1.5 hour health and nutrition skill-building program for 21 st CCLC students and their families free of charge.	Access to high-quality programming; improvement of non-cognitive indicators of success in regularly participating students; skill-building activities for parents
Explore possibility of implementing a 7-hour skill-building health and nutrition program for parents of participating 21 st CCLC students, based on parent interest once participating students are identified.	The development and implementation of the program

In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER, and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



Dr. Jennifer Hunter
Assistant Director of Family and Consumer Sciences
University of Kentucky



Date

Partner Agreement
The Food Literacy Project
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and The Food Literacy Project, a Kentucky nonprofit organization ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Partner Agreement Contribution Table

Description of Contribution	Supports
Host two field trips per year during each year of the grant program at The Food Literacy Project's Iroquois Farm location. Each field trip will serve up to 25 students and provide hands-on learning experiences for students regarding urban farming, cooking, and/or health and nutrition.	Access to high-quality programming, improvement of non-cognitive indicators of success in regularly participating students, academic achievement of participating students
Provide a minimum of six hours of professional development during the first year of the grant free of charge for 21 st CCLC staff on strategies for integrating themes of food and agriculture into the program. Sessions can be adapted to address the needs of students and staff.	Access to high-quality programming, academic achievement of participating students, the development and implementation of the program
Assign a representative to serve on the 21 st CCLC Advisory Council, which will meet quarterly during the grant period.	The development and implementation of the program

In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners

will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER, and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



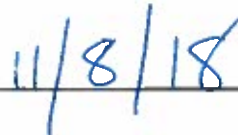
Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



Angelique Perez, Associate Executive Director
The Food Literacy Project



Date

Partner Agreement
Jefferson County Public Schools School and Community Nutrition Services
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and JCPS School and Community Nutrition Services ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this agreement shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the Jefferson County Board of Education (the "Board") as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide meals daily during the 21 st CCLC school year program for participating students through the Child and Adult Care Food Program.	Meals for students
Provide breakfast and lunch daily during the 21 st CCLC summer program for participating students through the Summer Feeding Program.	Meals for students
Provide a minimum of two culinary demonstrations and nutrition lessons each year of the program free of charge.	Access to high-quality programming; improvement of non-cognitive indicators of success in regularly participating students; life skills for students

In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, JCPS is submitting the grant application subject to further approval from its board, if grant funds are awarded. The

PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between JCPS and the Kentucky Department of Education that sets forth the responsibilities and obligations of the parties in more detail. The responsibilities and obligations of JCPS and JCPS SkillsU as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



Julia Bauscher, Director
JCPS School and Community Nutrition Services



Date

Partner Agreement
Louisville Metro Government
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and the Louisville Metro Government ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program ("Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Programs.

Partner Agreement Contribution Table

Description of Contribution	Supports
Coordinate partnership between the 21 st CCLC program and cultural pass sites to secure free entry for participating students	Access to high-quality cultural enrichment programming
Provide cultural pass enrollment information to 21 st CCLC students	Access to high-quality cultural enrichment programming

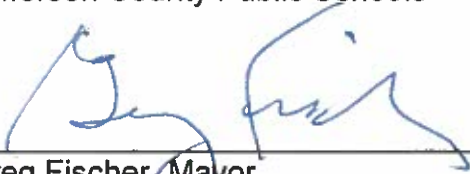
It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy

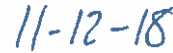
to submit to the members of the Board for their review and approval an agreement between the PARTNER and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools


Date

Greg Fischer, Mayor
Louisville Metro Government



Date

Partner Agreement
Peace Education Program
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and the Peace Education Program, a Kentucky nonprofit corporation ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide Peace Education programming, including cooperative games and conflict resolution workshops, during the 21 st Century Community Learning Centers' summer program at Iroquois High School.	Improvement of non-cognitive indicators of success in regularly participating students
Implement the program for 12 hours total during the 21 st CCLC summer program. Two cohorts of 25 students will each receive six hours of instruction over the course of two weeks. (e.g., Each cohort will participate in one 1-hour session per day, 3 days per week, for 2 weeks).	Access to high-quality programming

In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the

grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER, and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



Carrie Christensen, Coordinator of School Programs
Peace Education Program



Date

Partner Agreement
Kentucky Refugee Ministries, Inc.
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and the Kentucky Refugee Ministries, Inc., ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program ("Program") at Iroquois High School. JCPS and the PARTNER agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the PARTNER and the Jefferson County Board of Education (the "Board"), as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Programs.

Partner Agreement Contribution Table

Description of Contribution	Supports
Connect 21 st CCLC students and parents who qualify for Kentucky Refugee Ministries resources to existing KRM programs.	Youth development, life-skills, family educational opportunities, access to high-quality programming
Refer eligible students and families served by KRM to the 21 st CCLC program and encourage participation.	Recruitment of students and families
Provide 21 st CCLC students the opportunity to visit KRM's media lab a minimum of twice per year for skill-building activities.	Access to high-quality programming

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant

application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between the PARTNER and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



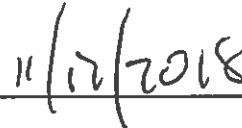
Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



John Koehlinger, Executive Director
Kentucky Refugee Ministries, Inc.



Date

Partner Agreement
Jefferson County Public Schools SkillsU
and
Jefferson County Board of Education

Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS"), and JCPS SkillsU, a division of the JCPS Transition Readiness Department ("the PARTNER"), hereby enter into this Partner Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to JCPS. The grant funds, if awarded, will enable JCPS and the PARTNER to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program") at Iroquois High School. JCPS and the PARTNER agree that this agreement shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of the Jefferson County Board of Education (the "Board") as described below. JCPS and the PARTNER will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Partner Agreement Contribution Table

Description of Contribution	Supports
Meet with 21 st CCLC students' parents twice per year during the grant period to discuss English Language classes and GED/Adult Basic Education classes available free-of-charge through JCPS SkillsU at the nearby Americana World Community Center, answer questions and offer guidance on how to register.	Access to high-quality programming, parent educational opportunities, adult skill-building activities
Help identify and recruit parents of 21 st Century Community Learning Centers (21 st CCLC) students to participate in JCPS SkillsU's free English Language classes held at the Americana World Community Center.	Access to high-quality programming, parent educational opportunities, adult skill-building activities, recruitment of participants
Work with the 21 st CCLC to provide enrollment and assessment data on 21 st CCLC parents who participate in the English Language classes offered by JCPS SkillsU for grant reporting purposes.	The development and implementation of the program

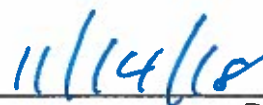
In performing the obligations described above, the PARTNER and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the partners

will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

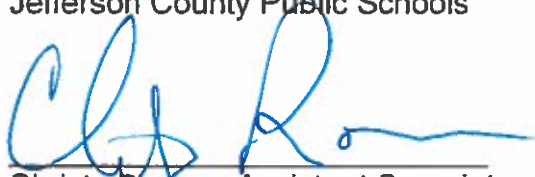
The PARTNER and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, JCPS is submitting the grant application subject to further approval from its board, if grant funds are awarded. The PARTNER and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Board for their review and approval an agreement between JCPS and the Kentucky Department of Education that sets forth the responsibilities and obligations of the parties in more detail. The responsibilities and obligations of JCPS and JCPS SkillsU as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools



Date



Christy Rogers, Assistant Superintendent
JCPS Transition Readiness Department



Date

**21st Century Community Learning Centers
Grant Application**

**Private School Consultation Certification
Page 1**

To the extent consistent with the number of eligible children in areas served by a local educational agency (LEA), educational service agency, consortium of those agencies, or another entity receiving financial assistance under this program, who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

The consultation with private schools must occur **before** the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs, and shall continue throughout the implementation and assessment of activities.

The consultation shall include a **discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.**

Applicants must check one box as applicable and certify with an original "wet" signature using blue ink.

☒ I certify that, the local educational agency (LEA), educational service agency, consortium of those agencies, or entity, consulted with appropriate private school officials during the design and development of the programs, on the following issues:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

**Private School Consultation Certification
Page 2**

- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and

Private School Name	Authorizing Agent Signature	Signature Date	Yes, will participate	No, will not participate
DeSales High School	<i>Anastasia J. [Signature]</i>	Nov. 7, 2018		X

—or—

- ☐ I certify that there are no private schools identified within the vicinity of the after school service area in which I am required to consult.

Authorized Agent Name	
Authorized Agent Title	
Authorized Agent Signature	
Signature Date	

**21st Century Community Learning Centers
Grant Application**

**Private School Consultation Certification
Page 1**

To the extent consistent with the number of eligible children in areas served by a local educational agency (LEA), educational service agency, consortium of those agencies, or another entity receiving financial assistance under this program, who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.

The consultation with private schools must occur **before** the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs, and shall continue throughout the implementation and assessment of activities.

The consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

Applicants must check one box as applicable and certify with an original “wet” signature using blue ink.

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- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;

**21st Century High School After School Safety and Enrichment for Teens
Grant Application**

**Private School Consultation Certification
Page 2**

- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services; and

Private School Name	Authorizing Agent Signature	Signature Date	Yes, will participate	No, will not participate
St. James Academy	<i>Robbie Masterson</i>	<i>10/30/18</i>		<i>✓</i>

—or—

- ☐ I certify that there are no private schools identified within the vicinity of the after school service area in which I am required to consult.

Authorized Agent Name	
Authorized Agent Title	
Authorized Agent Signature	
Signature Date	